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ABSTRACT

Prepared as a program planning tool for participants of the Bureau of Indian Affairs (BIA) Chief Area Education Officers 1974 conferences, this initial annual report includes topics discussed during the conferences; conference addressed presented by the Director of Indian Education Programs; conference evaluations; and selected reports presented by Area Office representatives. Specifically, the following are presented: (1) Introduction (the basic theme is identified as that of sharing mutual problems and concerns between Washington management and the field offices); (2) Conference Locations and Agendas (Albuquerque, New Mexico; Scottsdale, Arizona; and Warm Springs, Oregon); (3) Keynote Addresses by Dr. Sockey ("New Directions in Indian Education"; "The Year Ahead"; "Excellence in Indian Education"; "Where Are We Headed?"); (4) The Evaluation Instrument (covers major conference topics--Secretarial Objective on School Management Options; What do we do next?; career development; budget; accountability objective; enrollment trends in off-reservation boarding schools; school facilities objective; school construction standards; community facilities as part of school construction; review and interpretation of revised Johnson O'Malley (JOM) regulations; JOM contracting procedures; the Indian Self-Determination and Educational Assistance Act; student rights and responsibilities). (JC)

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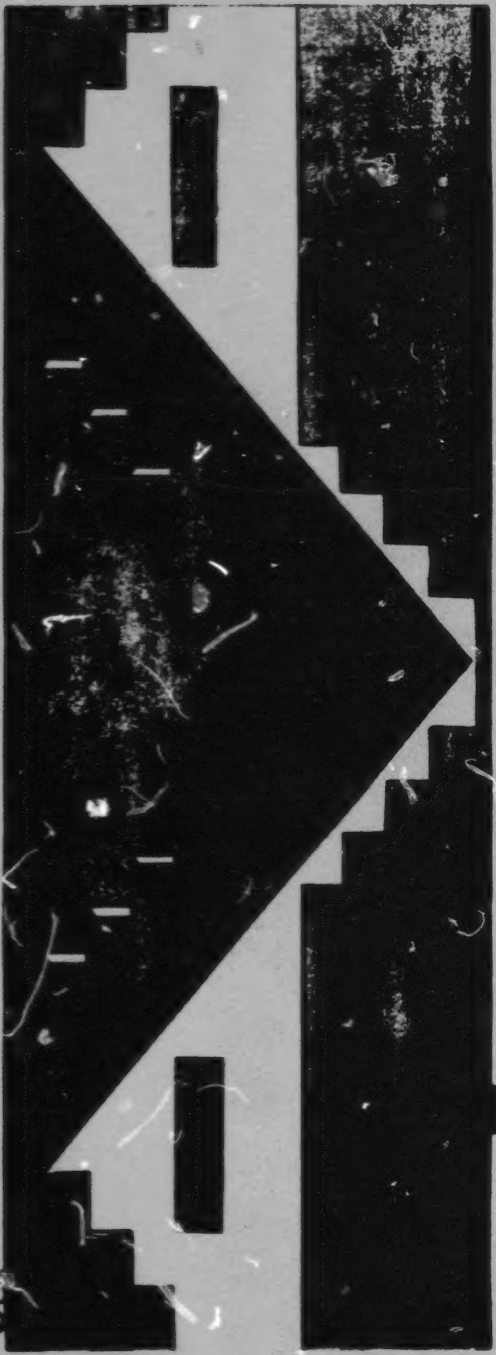

CHIEF AREA EDUCATION OFFICERS

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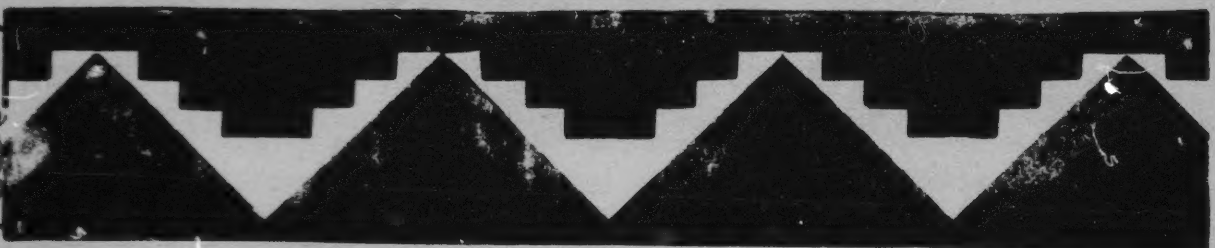

RESEARCH AND EVALUATION REPORT SERIES NO. 34

UNITED STATES DEPARTMENT OF THE INTERIOR
STANLEY HATHWAY, SECRETARY

BUREAU OF INDIAN AFFAIRS
MORRIS THOMPSON, COMMISSIONER

OFFICE OF INDIAN EDUCATION PROGRAMS
CLENNON E. SOCKEY, DIRECTOR

INDIAN EDUCATION RESOURCES CENTER
WILLIAM J. BENHAM, ADMINISTRATOR

March 3, 1849

U. S. BUREAU OF INDIAN AFFAIRS
OFFICE OF INDIAN EDUCATION PROGRAMS
WASHINGTON, D. C. 20245

INDIAN EDUCATION RESOURCES CENTER
P. O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

JULY, 1975

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ANNUAL REPORT

Introduction

Soon after Dr. Clennon Sockey was confirmed as Director of Indian Education Programs, he instituted a program of holding quarterly conferences with the Chief Area Education Officers. While objectives for each conference vary, one basic theme is repeated in each conference. This theme is to share mutual problems and mutual concerns between management in Washington and management in the field offices for improvement of educational opportunities for Native American youth in all programs conducted by the Bureau of Indian Affairs.

This first annual report includes the topics discussed during these conferences, addresses presented at the conferences by Dr. Sockey, conference evaluations, and selected reports presented at the conference by Area Office representative.

This report has been prepared for the participants of the Chief Area Education Officers conferences as a reference document for program planning in the Bureau of Indian Affairs educational programs.

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20212

IN REPLY REFER TO: Education (500)

AUG 30 1974

MEMORANDUM

TO: All Area Directors
Attention: Education

FROM: Director, Office of Indian Education Programs

SUBJECT: Education Leadership Conference

The chief Area Education Officers of the Bureau of Indian Affairs are to meet in Albuquerque, New Mexico, September 17-20, at the Airport Marina Hotel. The conference theme is: "Leadership For Quality Education." The attached agenda provides the details for the meeting. The following pertains to information about reservations and general arrangements.

There will be a no host dinner on the evening of Wednesday, September 18, at the Airport Marina. Reservations to the dinner will be taken sometime during the meeting on Tuesday morning, September 17. Cost will range from $5 to $7 and entrees will likewise be presented on Tuesday morning.

Individuals wishing to meet with me will note that arrangements have been made for this for Wednesday afternoon. A schedule of meetings is enclosed.

Each Area Office is requested to ask the Education Program Officer who deals with Johnson O'Malley to attend the meeting on September 19 and 20. In many instances, the chief Area Education Officer and the JOM Officer are one and the same. However, when there is an Education Specialist working primarily with JOM, then this individual should also attend the meeting on the 19th and 20th. In addition, would each Area Office please bring the Contract Officer or Contract Officer's Representative who negotiates JOM contracts to the part of the meeting which deal with Johnson O'Malley.

Meeting rooms will change on Friday. Please note this on the agenda.

It is necessary that we know who is going to attend the conference. Would each Area Office please phone Rosemary Arneach at 505/766-3314 and give names of those who will be in attendance. It would be appreciated if this would be accomplished by close of business September 13.

Individual participants are to assume responsibility for making their reservations in Albuquerque. Several rooms have been reserved at the Airport Marina and participants wishing to stay there should call 505/843-7000 and identify yourself as a participant in the "BIA Chief Education Officers Leadership Conference." Rates are: Single - $18; Double - $23.

Special arrangements have been made on Thursday afternoon for all those interested to view a special presentation of the filmstrip and accompanying audio which pertain to the School Management Secretarial Objective. Dr. Paul Streiff will handle it and details relative to the showing will be announced at the meeting.

I wish to thank you for the excellent attention given to the questionnaire which was used to develop the agenda and the times for this meeting. I am excited and optimistic about Indian Education and believe that the teamwork being achieved between the Central Office and Area Offices is a basic and vital aspect of progress. I am looking forward to meeting with you in September in Albuquerque.

Clennon E. Sockey

Enclosures

EDUCATION LEADERSHIP CONFERENCE
BIA CHIEF AREA EDUCATION OFFICERS
ALBUQUERQUE, NEW MEXICO

AIRPORT MARINA MOTEL

September 17-20, 1974

CONFERENCE THEME: "LEADERSHIP FOR QUALITY EDUCATION"
MEETING PLACE: Bernalillo Room, Airport Marina Hotel

TUESDAY: September 17

8:30 am - 9:00 am: "Developments in Indian Education", Dr. Clennon Sockey, Director, Office of Indian Education Programs

9:00 am - 11:45 am: Progress Reports from Area Offices. (Note: Areas may wish to prepare a written version of what they will report during this session of the meeting. If so, please make enough copies (20) for distribution and be sure to get one to the recorder. Particular emphasis should be given to Leadership for Quality Education).

11:45 am - 1:00 am: LUNCH

1:00 pm - The following topics will be covered in the order in which they are listed. No final closing time has been given for this session:

1. Secretarial Objective on School Management Option
   Dr. Tom Hopkins (Messrs. Warren Tiffany, Jerry Waddell)
2. "What Do We Do Next?" National American Indian Women's Association Report, Mr. Raymond Sorensen, Chairman of Discussion
3. Career Development, Dr. Robert Hall
4. Budget (Fiscal Year 1975, etc.) and Personnel Ceilings
   Mr. Jerry Waddell
5. Accountability Objective, Mr. Warren Tiffany
   (Messrs. Jerry Waddell, Tom Hopkins)
6. Enrollment Trends in ORBS, Dr. William J. Benham
   (Warren Tiffany)

WEDNESDAY: September 18

8:30 am - 11:00 am:	General Unstructured Discussion, Director of Indian Education. (Note: Several indicated that this type of session would be helpful. No subject has been suggested and a free discussion of most pressing issues should be the order of the day.)
11:00 am - 11:45 pm:	"The Year Ahead," Dr. Clennon Sockey
11:45 am - 1:00 pm:	LUNCH
	Note: The afternoon of the second day has been set aside for individual meetings with Dr. Sockey and other members of the Central Office staff.
1:00 pm - 3:00 pm:	Introduction, John Carmody, Chief, Division of School Facilities. TOPIC: School Facilities Objectives set forth in a Department Directive in FY 1976 budget issues including determination of priority criteria standards and determination of Bureau priorities. Leader - J. Lloyd Watkins, Ken Haynes, J. D. Lucas
3:00 pm - 4:00 pm:	School Construction Standards, Pete Schmidt, Leader; Panel: Abe Tucker, Ray Sorensen, Gabe Paxton, Emil Kowalczyk, J.D. Lucas, and Frank Latta.
7:00 pm -	NO HOST DINNER

THURSDAY: September 19

8:00 am - 10:30 am: Continuation of School Construction Standards

10:30 am - 11:30 am: Should community facilities be a part of school construction? Ray Sorensen, Leader; Panel: Juanita Cata, Edwin S. Moore, Carl Vance, James Freelon, Paul Melchoir

11:30 am - 1:00 pm: LUNCH

1:00 pm - 2:30 pm: Review and Interpretation of Revised JOM Regulations, Charles Richmond

2:30 pm - Review of Proposed Manual to Accompany Revised JOM Regulations, Charles Richmond

FRIDAY: September 20 (VIP Suite 15-18)

8:30 am - 10:00 am: JOM Contracting Procedures, Donald Asbra

10:00 am - Auditing, Monitoring, Reporting - JOM Programs, Bert Pappan

INDIVIDUAL CONFERENCES WITH DIRECTOR OF EDUCATION
AIRPORT MARINA HOTEL (ROOM 222)
Wednesday Afternoon, September 18th

TIME	INDIVIDUAL	AREA OFFICE	TOPICS
1:00 - 1:45	S. Gabe Paxton	Anadarko	Fort Sill Administrative Problem; NITC; Haskell Board of Regents; Chilocco Discussion
1:45 - 2:30	Roy Stern	Portland	Intermountain - Chemawa; Cour d'Alene School; Paschal Sherman School; Idaho JOM
2:30 - 2:50	Raymond Sorensen	Phoenix	Briefing on Phoenix Education
2:50 - 3:20	Juanita Cata	Albuquerque	IAIA
3:20 - 3:40	BREAK		BREAK
3:40 - 4:00	Louise Miller	Sacramento	JOM; Career Education
4:00 - 4:30	Emil Kowalczyk	Juneau	BIA - State Agreement
4:30 - 5:00	Edwin S. Moore	Muskogee	Get acquainted

EDUCATION LEADERSHIP CONFERENCE

Individual Conferences
Requested by
Chief Area Education Officers
with
Central Office Education Personnel

NOTE: Will each Central Office person contact the Area Office person and make arrangements for meeting times and places, please.

DR. BENHAM	MR. WADDELL	DR. HALL	MR. LAY	MR. CARMODY	DR. HOPKINS
Sorensen Moore	Sorensen	Freelon Paxton Sorensen	Freelon Stern Sorensen	Sorensen	Paxton Sorensen

The above reflects information reported on the survey questionnaire. If Area Office Personnel wish to meet with Division Chiefs and other Central Office Education Personnel, they should let this be known and make contacts with the person(s) with whom they wish to meet. Transportation to the IERC downtown can be arranged.

EDUCATION LEADERSHIP CONFERENCE

BIA CHIEF AREA EDUCATION OFFICERS

Scottsdale, Arizona

Granado Royale

December 11-13, 1974

Conference Theme: "Excellence In Indian Education"

Wednesday: December 11

8:30 am - 9:00 am	Opening remarks, Dr. Clennon Sockey, Director, Office of Indian Education Programs
9:00 am - 11:45 am:	Progress Reports from Area Offices: (Note:) Areas may wish to prepare a written version of what they will report during this session of the meeting. If so, please make enough copies (25) for distribution and make sure to provide one copy to the recorder.
11:45 am - 1:00 pm:	LUNCH
1:00 pm - 2:00 pm:	Higher Education - A Discussion, Dr. Robert Hall Career Development, An Update
2:00 pm - 4:30 pm:	Funding Equity, Mr. Jerry Waddell
(approximately 20 minutes each)	School Construction, Mr. John Carmody Donald Kethro
	Pending Legislation, Dr. Gabe Paxton
	Presidential Objectives on School Options, Dr. Thomas R. Hopkins
	Information System, Mr. Charles Burnett Dr. Thomas R. Hopkins

Thursday: December 12

8:30 am - 10:30 am: General unstructured in-house discussions of previous day's activities. Moderator: Dr. William J. Benham

10:30 am - 11:45 am: JOM - Contracting and Regulations, Mr. Charles Richmond Manual Revision and Policy Memoranda

11:45 am - 1:00 pm: LUNCH

1:00 pm - 4:00 pm: Group Sessions:* Excellence In Indian Education

4:00 pm - 4:30 pm: Alcohol and Drug Abuse/Law Enforcement, Mr. Eugene Suarez

Friday: December 13

8:30 am - 10:30 am: Group reports on how to achieve "Excellence in Indian Education"

10:30 am - 11:00 am: Concluding remarks, Dr. Clennon Sockey, Director, Office of Indian Education Programs

11:00 am - : Conference Adjourns

11:00 am - 1:00 pm: LUNCH

1:00 pm - 4:00 pm: Meeting - All Central Office Division Chiefs, with Dr. Clennon Sockey, Director, Office of Indian Education Programs

*The purpose of Group Sessions is to provide follow-up discussion to special points raised in the Director's Opening Remarks.

Group One: School Holding Power

Group Two: Greater Indian Involvement in Education

Group Three: Innovation in Indian Education

DRAFT

EDUCATION LEADERSHIP CONFERENCE
BIA CHIEF AREA EDUCATION OFFICERS
WARM SPRINGS, OREGON

KAH-NEE-TA LODGE
APRIL 22-24, 1975

Conference Theme:

Tuesday, April 22

1:00 p.m. - 1:30 p.m.	Welcome - Francis Brisco, Area Director, Portland Area Office, Portland, Oregon Opening remarks - Dr. Clennon Sockey, Director Office of Indian Education Programs.
1:30 p.m. - 5:00 p.m.	Progress reports from Area Offices. (Note: Areas may wish to prepare a written version of what they will report during this portion of the meeting. If so, please make enough copies (20) for distribution and be sure to provide the recorder with 1 copy.)
5:00 p.m. - 7:00 p.m.	DINNER
7:00 p.m. - 9:00 p.m.	Conference with the Assistant Area Directors and Director of Education.

Wednesday, April 23

8:30 a.m. - 9:30 a.m.	PL 93-638, Indian Self-Determination and Educational Assistance Act Mr. Charles Richmond, Acting Chief, Education Assistance Mr. John Carmody, Chief, School Facilities Mr. Paul Melchior, Assistant Area Director (Education) Minneapolis Area Office
9:30 a.m. - 10:30 a.m.	Off-reservation boarding schools, enrollments, general policies and problems Dr. Gabe Paxton, Chief, Professional Relations Mr. John Carmody, Chief, School Facilities

Wednesday, April 23 (Continued)

10:30 a.m. - 11:30 a.m.	A recap of what all Area Offices are doing to implement Career Development and Career Education Dr. Clennon Sockey, Director, Indian Education Programs Dr. Robert E. Hall, Chief, Continuing Education
11:30 a.m. - 1:00 p.m.	LUNCH
1:00 p.m. - 2:00 p.m.	Follow-up from last meeting Advisory School Board Policies Confidentiality of Student Records Student Assessment Guidelines Funding of former private schools (Note: Much of the follow-up is contained in other parts of the agenda) Dr. Gabe Paxton, Chief, Professional Relations
2:00 p.m. - 3:00 p.m.	Student Rights and Responsibilities, Due Process, Presidential Objective, USOE - BIA Joint Study (ACKCO) Dr. Thomas Hopkins, Chief, Evaluation, Research, and Development
3:00 p.m. - 4:00 p.m.	Area Office Education Organization (a) How do we organize to accomplish all tasks required? Dr. William Benham, Administrator, Indian Education Resources Center Dr. Roy Stern, Assistant Area Director (Education) Portland Area Office
4:00 p.m. - 5:00 p.m.	Social Services in BIA Mr. Ray Butler Mrs, Clare Jerdone

Thursday, April 24

8:30 a.m. - 10:00 a.m.	Open Discussion Dr. William Benham

Thursday, April 24 (Continued)

10:00 a.m. - 10:30 a.m.	Career Guidance Institutes, Sister Rita Fantin, Alliance of Businessmen
10:30 a.m. - 11:00 a.m.	Planning for next meeting
11:00 a.m. - 11:30 a.m.	Summary comments, Dr. Clennon Sockey

NEW DIRECTIONS IN INDIAN EDUCATION

Dr. Clennon E. Sockey, Director
Office of Indian Education Programs
Bureau of Indian Affairs

It is indeed a pleasure to meet with you and discuss "New Directions in Indian Education." This topic is especially timely for the approximately 150,000 students from Federally-recognized Tribes served by the Bureau of Indian Affairs who live on or near reservations.

There is no doubt that the people served by the Bureau of Indian Affairs like the rest of Indian America are on the move--forward. It is my belief that Indian education must be in the forefront of this movement. I feel the challenge for all in Indian Education, including Indian professionals, parents, Tribal leaders and students, is to make sure that Indian Education is, to the best of our combined abilities, serving the Indian people with programs of quality and excellence.

There has been a significant change in the past few months in operation of the program of services to Indian students in public schools, commonly referred to as the Johnson O'Malley program.

Perhaps the major change is in the extent of Indian parental participation in, and control of, programs funded under this Act. In each of the 486 school districts receiving some JOM funds and serving approximately 100,000 students, Indian Education Committees have been selected and these committees are exercising real control over the expenditure of these funds.

There have also been significant gains in decreasing the amount of JOM funds being spent for basic school operations with a corresponding increase in the amount being spent for programs which truly supplement the educational opportunities for Indian students. In FY 1976, well over 80 percent of the total funds will be spent on these supplemental programs.

The Johnson O'Malley regulations have recently been revised to insure that all Indians eligible for BIA services will also be eligible for JOM services. Further, there will be much stricter supervision of the use of these funds; audits will be conducted at regular intervals to insure that funds are spent in accordance with the approved contract.

The BIA Manual which establishes procedures under which these regulations will apply is ready for publication and can soon be made available to each local Indian Education Committee.

For the approximately 50,000 students attending the 200 Federal schools, student rights and responsibilities have been matters of continuing concern. The implementation of an updated and revised program in Student Rights and Responsibilities started with the School Year 1974-75. The basic program guidelines are contained in a new release for the Bureau Field Manual and a new Section of Code of Federal Regulations pertaining to Indians. The general approach to program development is to place primary responsibility at the school level for developing the details of student codes of behavior, procedures, due process for disciplinary purposes, and the development of law related curricula. The implementation process was started with a workshop which included BIA personnel from Central Office, Area Offices, Agencies, and Schools. Non-BIA personnel included advisory school board members, students, representatives from the Native American Legal Defense and Education Fund, National Indian Youth Council, and the American Indian Law Center.

The program has an innovative quality about it that was not anticipated when the work was started. It was approached in the beginning as a problem that needed to be treated. It culminated with an innovative program. The American Bar Association, NEA, the American Association of Secondary School Principals and the news media have commented on its modern characteristics and believe that the program is a pacesetter in this very sensitive and important part of American education today. Perhaps the most innovative aspect of the program is the Student Bill of Rights which has been made a part of the Code of Federal Regulations. This is the first time in the history of Indian Affairs that an education Bill of Rights has been clearly delineated and defined for American Indian children and youth.

The Student Rights and Responsibilities have been developed with a spirit of openness and those who are interested are invited to write for information pertaining to the program. We will be happy to supply to you copies of these regulations.

Closely related to this work has been the development of a policy statement on pupil evaluation and testing. The emphasis has been placed on the proper usage of tests to meet educational needs without jeopardizing the rights of students.

This brings me to the Presidential Objective for Federal schools. The Bureau is implementing a program designed to provide tribal groups the opportunity to choose the management system best suited to their needs. This is part of a program of ever-increasing involvement and local control of the education programs which serve Indian people. The objective states that the Bureau will work with at least 50 schools this year in order to develop a formal decision by the individual tribes concerning the management system. The project explains the management options which may be selected by the tribal group. A series of filmstrips and accompanying audio which present the program to Indian people have been developed.

Thus far, participation has been significant, and it is anticipated that the objective will be met in full by the conclusion of the fiscal year. This project represents an attempt to implement self-determination as it relates to Indians assuming control of their education programs. It is highly structured, organized, and developed in such a manner that continuous progress is monitored and fed back to the Department and the White House.

This is the first year of the program, and it is anticipated that it will continue beyond the current fiscal year.

Next, there is the new development taking place at Intermountain Boarding School. The Intermountain Boarding School operation continues to be on a trial basis. "Trial basis" refers to the fact that for the School Year 1974-75, Commissioner Thompson agreed to revise basic enrollment criteria.

Essentially, the school was authorized to enroll 800 students and to include, among this number, non-Navajo students. This is a change inasmuch as the enrollment was progressing downward in anticipation of the closing of the school.

There have been problems at the school and these have been reported in the press locally and nationally. The Bureau has responded administratively and is providing additional support to the school to help solve whatever problems continue to occur and to plan better for those that might be anticipated during the school year.

The Intermountain Study Commission forwarded their report to the Commissioner. It is a very serious work and reflects the perceptions of the Committee concerning what should happen to off-reservation boarding schools. Likewise the Bureau is responding to the report and its conclusions. The report has been circulated to Area Offices with the request that they comment on the conclusions. The report is also receiving a technical review by non-Bureau Indian professionals in research and evaluation. When the Commissioner does respond formally to the study commission report, it is anticipated that it will underscore the dedication with which the entire Commission has undertaken its assignment.

One of the little noted but highly important recent developments has been the development and implementation of an improved information dissemination procedure. This has resulted in an information newsletter called the IERC Bulletin. It is published monthly and contains key information and decisions pertinent to the Bureau's Education Program. It has a limited but growing and important circulation.

Another feature of the information dissemination process is the Educational Research Bulletin. This document is aimed at improving the quality of education practices affected by the Bureau's program. It reflects new program directions as well as recent research pertinent to Indian Education in general. It is produced three times a year. Like the IERC Bulletin, it has a growing readership among professional educators.

There has been an attempt to organize in one place the various reports that are in the public domain that reflect Bureau Education Programs. There are two numbered series of reports and publications in this aspect of the information dissemination program. These are Curriculum Bulletins and Research and Evaluation reports. These have been developed in brochure form so that BIA personnel and others may take advantage of some key educational publications.

The important aspect of the information dissemination program is the belief that Indian Education efforts are to be strengthened by an openness between Indian people, the general public, and the BIA. The Bureau education program is dedicated to serving the public interest of American Indians and is attempting to do so in an open and professional manner.

An emphasis that is fostered throughout the Department of the Interior, including the Bureau of Indian Affairs and the Office of Indian Education Programs, is one of Management by Objective and Results.

At the Central Office, we are addressing two major concerns through this system which calls for the development of precise work programs tied to specific objectives, a time frame for completion, determination of individual tasks and plans for evaluation. The major concerns which we address in this manner are: (1) improving the accountability of the Bureau's education programs, and (2) assisting Indian people served by Bureau schools to determine and implement the management system for their school which will best meet their needs. This is the Presidential Objective which I mentioned earlier.

In keeping with the concern for sound management and the need to make the most effective utilization of resources, a look is being taken at the Bureau's system of allocating educational funds; recommendations will be made to the Commissioner which would create greater equity in the resources available to Indian students enrolled in comparable programs. We are concerned with the cost effectiveness of programs and will be continuously evaluating efforts in light of the educational benefits which Indian people are deriving from them. This calls for the beneficiaries of the program, the Indian people served, to set the priorities and to insist that resources are utilized in the most effective manner possible.

Regarding school construction, physical plant facilities of all types presently operated by the Bureau have a capital worth of over $900,000,000. Some facilities are modern and functional and in excellent condition while others are of such vintage and in such poor condition they should have been abandoned and razed many years ago. It has not been possible to close these old plants because of a continuing need for them, and it has not been possible to provide new buildings because of the lack of funds. Only the most urgent building needs have been funded in the last six years and the backlog of projects continues to grow each year. Aggravating the problem has been the cost escalation brought on by unprecedented wage and material cost increases in the construction industry.

Annually, the Bureau identified its building needs over a projected period of five years. This year, over $500,000,000 of additional and replacement buildings and utilities systems have been identified. At the current rate of appropriation, about $20,000,000 annually, the backlog will continue to grow because of the escalating construction costs, and the fact that the existing buildings are deteriorating at a more rapid rate than they are being replaced.

The majority of need is in conjunction with educational facilities. There is an increased demand for classroom buildings and other educational buildings, and the states and local jurisdictions (public school districts) have also had difficulty in providing spaces for the Indian children. Thus, there is a continuing responsibility placed upon the Federal Government for the education of Indian children in many areas of the country. Provision for adequate, functional and safe buildings to conduct a quality education program is vital.

The new direction is that the Office of Indian Education Programs will initiate by FY 1977 a ten-year projected construction program to:
(1) provide new plant facilities where justifiable demands warrant,
(2) replace existing facilities that have become totally obsolete, unsafe

and unsanitary, (3) rehabilitate existing facilities that are sound and compatible with renovation, and physically situated for continued community service, (4) add classrooms and spaces to meet enrollment and program demands, and (5) determine where facilities are not needed. Admittedly, this is an ambitious and costly undertaking. Yet, without such a direction, based upon a comprehensive long range plan, a more costly and continual "catch-up" program, similar to the present process must result and continue indefinitely.

The Adult Education program is also being re-examined. Adult Education enables adult Indians to improve their opportunities for employment and to further their education through convenient part-time study near their homes. Although major emphasis is placed on basic literacy and preparation for the high school equivalence certificate, great emphasis is placed on other needs indicated by the adults, such as consumer economics, nutrition, civics, income tax preparation, and Indian language and culture. In FY 1973, about 1,000 Indian adults participated in formal adult classes. At the present time, the Bureau is involved in the development of guidelines which should result in an increase in the amount of available Bureau funds, a more equitable distribution of those funds, better coordination with adult education funds available from other sources and greater accountability for funds expended.

Over the past year, there has been an increased interest in career education as a means of making education more relevant in BIA schools and in preparing students for the world of work. Numerous workshops have been held to apprise educators of the latest developments in career education and to discuss implementation strategies. A two-year curriculum development project is underway which will provide career education packets for teachers of Indian children at the Junior High School level. It is hoped that the career education emphasis will provide all students with a more meaningful education, and some who previously might have dropped out of school to be motivated to stay in the education process.

The Bureau's Higher Education budget is nearly $30 million and has the possibility of being increased with a $1 million add-on for Navajo Community College and a million-dollar add-on for the program in general. The following is expected to be accomplished:

The funding of 14,700 students with individual grants (approximately $1,660 each for a total of over $24 million).

The funding of 130 students in a special program in Law (an average grant of $4,321 plus administration costs for a total of $678,000).

The funding of 85 students in a special program in Indian School Administration (approximately $3,120 each for a total BIA commitment of $265,000).

The funding of 160 graduate level students through a contract with the American Indian Scholarships, Inc. (initial amount of $110,000 has been approved to provide an average grant of approximately $680).

Bilingual education demands ever increasing attention from educators of Indian youth. Though it had its beginnings as early as the turn of the century, the last ten years saw bilingual education develop as a major thrust in schools serving members of minority groups. The Elementary and Secondary Education Act of 1965 turned the tide of official United States policy from one of "English only in American schools" to the policy expressed in the following quote from the Education Amendments of 1974 signed by President Ford this year: "The Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children, to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques and methods." The Bureau of Indian Affairs estimates at this time that 70 percent of the children in its schools find themselves in a situation in which bilingual education is "appropriate." In the last five years, approximately $14 million have been directed to bilingual education in BIA schools. In the next five years, it is expected that this amount will triple from various sources of funds.

Now, just a quick note on several additional developments or directions. In November 1973, information from the Office of Education which placed the appropriation for Title I funds at over $20,000,000 serving more than 30,000 target children. Major thrusts were in the areas of general academic remediation, language arts and reading, special education and math. All projects are developed with the participation and review of parental committees.

In recent years, the Bureau has used increasing amounts of Title I funds for special education purposes so that now over ten percent of these funds or approximately $2 million is used each year for special education. In addition, Title VI funds for special education increased from $60,000 to $240,000 over the past few years. The new direction is that The Education Amendments of 1974 include the BIA as a recipient of special education funds at a greater amount then ever before.

The Educational Pacesetter Award from the National Council on Supplementary Centers and services was presented to the Bethel Agency in special recognition of the Title III ESEA project at Akiachak, Alaska. This is an early childhood, ages 2 to 4, project. This award, based upon a validation by a national team of educators, singles out the project as being one of the outstanding programs in the country. A film entitled "Children of Akiachak" has just been released by the Bureau for documentation and dissemination. Not only was this project developed with full local participation, but one of its unique features is the inclusion of instruction in the homes and by the parents.

The goals of the Bureau's educational program, last prepared in 1953, were subjected to a review and revision process employing a broad survey of Indian people to determine their educational preferences. Following an analysis of this survey, a draft statement of goals and objectives was prepared and submitted to the field for comment by Bureau staff and Indian people. A new section is now being developed for inclusion of these goals in the Bureau of Indian Affairs Manual.

The North American Indian Women's Association recently made a study which gave particular attention to the out-of-school hours of students in dormitories. At the present time, with the involvement of the Association, plans are being made to implement the recommendations on an immediate and long-range basis.

Today, I have endeavored to trace some of the more significant developments or directions in Indian Education. It seems to me that these developments reveal a need for all to join hands to utilize the opportunities, meet the challenge and provide programs of excellence and quality for Indian students.

THE YEAR AHEAD

by

Dr. Clennon E. Sockey

An Education Leadership Conference was held on September 17-20, 1974 in Albuquerque, New Mexico sponsored by the Bureau of Indian Affairs Central Office. It was primarily to discuss with the Chief Area Education Offices of current developments in Indian Education. The theme of the conference was Leadership for Quality Education. The context of a presentation of Clennon E. Sockey, Director of Education Programs for BIA were as follows:

You should know that meeting with this group is a particular pleasure. I am proud to be associated with you in the great work which is our common concern. It seems to me that the year ahead can and will be an exciting and momentous one for Indian Education in the Bureau of Indian Affairs.

As we all know, Indian America is "on the move." Further, as your reports yesterday morning so well illustrate, the Education Program of the Bureau of Indian Affairs is helping to make this forward movement possible. It is my opinion that education has not only been an accelerating force in the past, but it will provide even more momentum in the future.

How will this be done in the future and in the year ahead? As I noted earlier, your reports show enormous activity, improvement and progress. Of course, as expected, there are problems. But for a few minutes, let us consider some concerns which need our collective focus.

First, let there be no mistake, the goal of all our efforts is quality education for the students we serve. Be assured in Indian Education, there can be no quality education without a respect, consideration and attention to the language and culture the student brings to school with him. There can be no quality education without involvement of the parents in the education of their children. Such a quality education must provide the student with the background and ability to take advantage of the choices available to him throughout a lifetime.

As a side note, it seems to me that the booklet, Instructional Leadership compiled by Warren I. Tiffany provides a sound philosophy combined with practical operational ideas in this important area. I trust you will find it helpful in the year ahead.

Next, you should know that sometimes our motives are questioned--even suspected. It is in this regard that the Secretarial Objective becomes so important. This objective is: "By the end of Fiscal Year 1975, at least one-fourth (50) of the Bureau schools will operate under the management system chosen by those served by the school." It is important because it places the Bureau on the offensive in a documented way. It *is important because it involves a needs assessment made with the full participation of parents which should help promote quality education whichever option is exercised. It is important because the eyes of the country, the Department and the Congress are on the Bureau in this regard. I know we will give this our enthusiastic attention and follow-up.*

The progress made on Johnson O'Malley regulations is noteworthy and should herald a new era in public school relations. This combined with the planning to be done later this week should help to promote not only a clearer statement of purposes for the funds but better supervision of programs and better accounting for funds involved.

Similarly, the students rights and responsibilities progress is also significant. In these, focus is placed in the process of developing a rights and responsibilities program to fit a particular school within a national framework of guaranteed rights. From this, a greater consciousness of rights and respect for responsibilities should evolve.

The budget outlook is not bright, yet it is not bleak. It calls for superior management in each Area and school if the full benefits of funds received from the Congress are to be realized. I am sure we will be equal to the task. We must scrutinize every expenditure in terms of its effect on the education of the students. A reduction in the personnel ceiling is a fact with which we have to work in the year ahead.

While Adult Vocational Training may not be organizationally a part of the Educational program this year, this does not diminish the need in the year ahead to work even more closely with persons in AVT to minimize competition and to be sure that the students we serve are afforded a chance to make choices which will help them to fulfill their life goals and plans.

It seems to me that the work of the Committee appointed on implementation of the North American Indian Women's Association Report can have a tremendous effect on the year ahead. It seems to me that the NAIWA organization has no motive but to help us serve students in better and more meaningful ways. We can use this kind of help. The challenge is to determine what can be done now and do it. Also, we must determine what must be delayed and plan within the limits of our ability to implement the long-range aspects of the recommendations.

You can carry the message to Tribal groups and individuals with whom you have contact that the Central Office of Indian Education Programs does not have any funds for projects. With your support, I can assure you that we will do our best to act as an advocate with the other agencies and organizations, such as the U. S. Office of Education, which may have such funds.

Following the review of the Bureau Manual organization, we will be intensifying our efforts to turn this document into a completely revised, updated and functional statement of the policies which are supportive of your efforts to make Indian education a model for quality education in the United States. As we work through this task--a task which will never be finished, I might add--your offices will continue to play an essential part in the process of refinement and review by both Indian people and the working educators in the field. The Bureau Manual is the most important tool we have for defining policies and procedures, and we must be absolutely certain that the statements which it contains address properly the needs of Bureau educators and the goals of Indian people. It will be essential that your offices take an active part to insure that this is so.

With the advent of full Bureau participation in the Education for the Handicapped Act, and with the possibilities inherent in the Education Amendments of 1974 for Bilingual Education, it is my hope that we can strengthen our attention or thrusts in these two important areas. We must all be alert for new opportunities presented in the year ahead.

Similarly, while an increase in funds for school construction is not available this year, it is my hope that the comprehensive long-range planning efforts which are to be discussed this afternoon and tomorrow morning will also have value in showing the urgent need for these facilities in future years. It is our challenge to point up this need in every way possible.

Indeed, Education Leadership in the Bureau of Indian Affairs faces many challenges, problems and opportunities in the year ahead. With the ability I see in this room combined with the drive and determination I know you possess, the year ahead promises to be one of the best in extending quality Education to the students we serve.

EXCELLENCE IN INDIAN EDUCATION

by

Clennon E. Sockey

Director of Indian Education Programs (BIA)

The Address below was given by Dr. Sockey at the
Bureau of Indian Affairs Chief Education Officers Conference
Scottsdale, Arizona, December 11-13, 1974

It is again my very great pleasure and privilege to be meeting with the Educational Leaders of the Bureau of Indian Affairs. I am firmly convinced that the outcomes of the meetings of the Chief Education Officers have led to some of the most significant innovations in BIA in recent months, if not in recent years. It is something I hope to continue and on which I place high priority and great importance. I believe, as Jerome Bruner has stated, that education is a process. It is a process of inter-relationships between teachers and pupils; between administrators and teachers; and between administrators and administrators. These meetings, then, serve the vital purpose of developing an ongoing dialogue and basic inter-relationship between school administrators working at various levels within the Bureau of Indian Affairs. Also, they are supplemental to our on-going dialogue that takes place during the noraml course of business.

You will recall that I mentioned at our last conference how much I thought the Bureau of Indian Affairs Education has improved since I worked with you during the 1950s. It is a pleasure to let you know that I am being continually and favorably impressed with the professional competencies of BIA educators at all levels. I have found, as I am sure you have, that there are a variety of approaches to innovation being tried in the Bureau.

It was heartening to visit the Salt River Reservation during this trip to the Southwest and to witness the positive effects on children of an innovative program that has produced improved achievement and increased the holding power of the school. These are appropriate achievements and to have the good fortune to witness them is a rare pleasure.

I have also found that in Education, there is little that is really new under the sun. This means to me that Indian Education changes and these changes are related to the professionals providing leadership. One thing that seems to be a thread of continuity, is the excitement of education, whatever its form. Education is an exciting enterprise and process. In the past few days, I went back and re-read parts of what I felt to be some of the most significant and inspiring recent literature in Education. As you may know, Teachers College of Columbia has a new president. He is Lawrence A. Cremin, who is better known among educators for his works in the history of education and for his widely read book of the 1960s, The Genius of American Education, 1965. If you have not read this book, I recommend it to you. We are in a new era of Indian Education and we are dealing with an extremely important part of American Education. About American Education, Cremin says, "As one reviews the American experience, nothing is more striking than the boundless faith of the citizenry in the power of popular education. It was a faith widely shared by the generation that founded the Republic, and it has been an essential article of American belief ever since. Indeed, one literally cannot understand American history apart from it, so often have Americans expressed their political aspirations in educational terms. Education has been, par excellence, America's instrument of social progress and reform; and it has commanded such wide-spread popular support that D. W. Brogan was once moved to refer to the public school as America's formerly un-established national church." (pp. 113-14)

You see, I believe that American Indians also hold education in high esteem and I believe that they support and actively seek excellence in education.

Perhaps a question is in order here: As Chief Education Officers, as education leaders of the Bureau of Indian Affairs, what can we and what are we doing to ever strengthen and improve our effectiveness in the education benefits for Indians.

There is another extremely important aspect of Indian Education which I would like to mention. Commissioner Thompson spoke at length to the annual convention of the American Indian Education Association. He discussed in detail Self-Determination and related it to a number of programs in the BIA, not the least of which was Education. Self-Determination in Education, then, is another theme which I believe is and should be the focus of our Leadership Conference.

Perhaps one of the more eloquent statements of purpose and policy can be taken from the Congress and what they intend for Indians. The Declaration of Policy that is a part of Senate Bill 1017 (Jackson Bill) is highly pertinent and appropriate. It states:

> SEC. 3. (a) The Congress hereby recognizes the obligation of the United States to respond to the strong expression of the Indian people for self-determination by assuring maximum Indian participation in the direction of educational as well as other Federal services to Indian communities so as to render such services more responsive to the needs and desires of those communities.
>
> (b) The Congress declares its commitment to the maintenance of the Federal Government's unique and continuing relationship with and responsibility to the Indian people through the establishment of a meaningful Indian self-determination policy which will permit an orderly transition from Federal domination of programs for and services to Indians to effective and meaningful participation by the Indian people in the planning, conduct, and administration of those programs and services.
>
> (c) The Congress declares that a major national goal of the Untied States is to provide the quantity and quality of educational services and opportunities which will permit Indian children and adults to compete and excel in the life areas of their choice, and to achieve the measure of self-determination essential to their social and economic well-being.

What I wish now to do is to invite your very serious and basic participation in the process of Indian Education in order to achieve excellence, to help define it, and to strive continuously to make it a vital ingredient of Indian Self-Determination.

I have been doing some additional thinking over the past few weeks in relationship to excellence in Education, to Indian Self-Determination, and to the process of Education. My thoughts have been in two very broad categories of (1) general Education Approaches and (2) specific Bureau Education Programs and Projects.

Approaches to Education

With regard to Education approaches, I have discussed it and thought about it in terms of the individual needs of Indian children and the individualization of instruction. We do continue to educate children in Bureau schools who have special needs. We need to improve on the identification of and the subsequent instructional strategies involved in the education of Indian children. Certainly, individualization of instruction is a viable approach. Another important feature of Indian Education, one with a rich historical heritage, is Vocational-Technical Education. This is emerging in general education circles in a somewhat different form under the aegis of Career Education. It is part of a new concept in education and one that is particularly suited to the needs of Indian children and youth. Another aspect of general education regarding Indian children and youth concerns culturally relevant curricula. This includes Bilingual Education, Remedial Reading Programs, Remedial Mathematics, Education for the College Bound, etc. Curriculum development process is sometimes nebulous but, to educators, it is basic to the purpose of schooling. Also, Special Education, the education of the handicapped. The Bureau has done some outstanding developmental work in this area that is new and innovative for Indian Education. We have and are assuming leadership in it. I have thought these to be a viable aspects of the general approach to Education.

Bureau Education Programs

When it comes to relating Education to Bureau Programs and Projects, this is perhaps the easier part. The Bureau does have in its current operation a broad scope of content and approaches. This includes the total scope of Bureau programs. Certainly one that is uppermost in the minds of the leadership assembled here today pertains to the Johnson O'Malley Program. The new regulations pertaining to it and the upcoming revised parts of the Indian Affairs Field Manual, are extremely important issues. The Presidential Objective, pertaining to School Management Options is perhaps the epitome of Self-Determination in Indian Education. The ultimate objective of this particular project is to provide an intelligent mechanism and process whereby Indian People may gain control of schools. Also, the Bureau has stepped forward to provide leadership in the field of Student Rights and Responsibilities. It is a little known fact that the Bureau of Indian Affairs has for Indian children and youth the only federally sponsored Bill of Rights in Education. Also, the very forward looking process that has been developed for the purpose of identifying school construction priorities is important and innovative. There have been many favorable comments regarding this process and I believe that its development will add much to the stature of a very sensitive Bureau Education Program.

Examples of Excellence

We witnessed at our last Leadership Conference two outstanding and exemplary examples of excellence in Education. The Alaska Early Childhood Education Program wherein training and evaluation are provided the parents. It is a pacesetter in Indian Education. The very fine and effective individualized mathematics in Phoenix Indian High School is another example of excellence in education. I have been very sensitive to and listened carefully to other comments about innovative education in Bureau Area Office. They are taking place and we are working to identify them and to give them visability.

Another important program thrust of the Bureau which has a direct relationship to excellence, pertains to Career Education, mentioned above, along with Higher Education. I believe that as we develop further structure regarding this program, its true worth and value will become more apparent to all of us.

What I have attempted to do in the above brief discussion is to begin to get the thought processes and juices to flowing so that we may begin to discuss and to reach concensus on approaches and programs or projects that may be clearly identified and strongly related to excellence in education. You will note on the agenda that I have identified what in my thinking appeared to be three basic areas in Education that could be used as the underpinnings or the foundation of the general Bureau thrust we would call "Excellence in Education." These are: (1) School holding power, (2) greater Indian involvement, and (3) innovation in Indian Education. We have set the meeting up so that in your group sessions tomorrow morning you may address yourself to these three topics, or to others. There are three questions that I would ask in relationship to these topics: (1) Is this an appropriate and viable thrust to be made in excellence in education? (2) If the answer is yes, suggest ways to handle it. (3) If the answer is no, suggest alternative thrusts and ways to handle them. You see, the opportunity for your input is being provided to you. What has been suggested for topics for group sessions are indeed suggestive. The only firm structure to the discussion is the focus on excellence in education. Hopefully, it will be a product of the conference that can become the beginning of a definition of what Bureau educators today mean by excellence in education. Let us be practical in our discussions and elect to do only that which we can truly make a reality and which we truly believe are reflective of excellence.

There is another aspect of the Bureau's Education Program which I wish to discuss with you. How can I, as Director of Education, improve upon an ongoing dialogue between myself and Area Offices? How should this be handled? Do we need a regular weekly telephone call? Do we need a timely memo? I want your guidance and direction with regard to what I believe is a basic and primary need in the Bureau's Education Program. Your suggestions are solicited.

In closing I want to say that one of the most encouraging observation I have made in recent weeks concerns the large number of people who are aware of and are making comments both critical and positive on what Bureau educators are doing. They are not commenting on our inactivity. They are commenting on what we are doing. This tells me that we are providing leadership in Indian Education. I believe that it is this group assemblod here today that is largely reasonable for our emerging image. Let us pursue excellence in education aggressively and intelligently and polish that image in such a manner that it is a

__WHERE ARE WE HEADED?__ By Dr. Clennon E. Sockey

Remarks made at the BIA Chief Education Officers Conference
Warm Springs, Oregon
April 22 - 24, 1975

It is again a very great pleasure for me to meet with the Chief Education Officers of the Bureau of Indian Affairs in concert with key officials of the Office of Indian Education Programs. I have watched with great interest our improving relationships as they have evolved throughout the current school year. I would like to express my appreciation to all of you assembled here for your excellent contributions and your wholesome cooperation and support.

My daily activities continuously deal with a large range of issues and problems. As I think about them, there is an obvious excitement that permeates Indian Education today. I would like to share with you some of the issues that I believe are exciting and have implications for some of the work we will be accomplishing here at our conference. I do not place them in an order of importance and mention them as they have randomly emerged in my thinking about what has taken place over the past school year.

One of the first program issues that was brought to my attention concerned the development of special education, with specific reference to physically and mentally handicapped children. I am reminded of my own observations of the very great need for special education services to Indian children. I have been impressed with the very high level of professional response that Area Offices and schools have made regarding the development and management of projects as well as your suggestions for program thrust. It is pleasing to observe the Central Office leadership and advocacy role that has been a continuous catylyst in the realization of special education services. Special education for Indian children is well on its way to becoming the basic program component it deserves to be.

The many problems surrounding the historical importance of off-reservation boarding schools continue to be a source of excitement. There is no doubt a need for off-reservation boarding schools because Indian People and their communities still have problems that are best met by this unique form of education. Some of these needs are extraordinary, yet they are of longstanding existence among Indian People. I refer to the fact that large families frequently need a program that will care for the physical and well being of teenage Indians. There still exist those situations where school facilities for various reasons do not exist in Indian communities. Then, there are the very complex and demanding needs emanating from a history of educational, psychological, and social problems. The combination of these spellout educational needs that off reservation boarding schools meet. Given the existing circumstances, what can you as educational leaders who are intimately invovled with Indian communities, suggest as to directions to take with off-reservation boarding schools? Perhaps as a result of this conference we can identify some partial answers to this questions.

I have watched with considerable interest the very gradual but steady increase of Indian control of education. Indian control of education is well on its way. It is not at this point a debateable direction. Rather, it is a foregone conclusion that Indian communities will control Indian schools. As educators, we can anticipate being of further assistance in developing tribal capabilities to manage education programs. We can anticipate the need to develop new strategies to enhance the process of turning control over to Indian communities. In my view, we have made remarkable progress especially in public school assistance and in higher education regarding tribal control of education programs. We need to make more progress in other areas.

I have been impressed with the general Bureauwide efforts that have been made and have been planned regarding improved accountability. Certainly P.L. 93-638 (Indian Self-Determination and Educational Assistance Act), will do much to encourage accountability. It is fortunate that this special piece of legislation falls on fertile soil in the Bureau of Indian Affairs. As professional educators and professional civil servants, you have done much to expedite readiness among Indian People and the improved authorities contained in PL 93-638 should be a decided impetus toward accountability.

There are a number of other issues that will be coming up which I will only mention by name. They are such things as bilingual education, re-definitions of Indian, Urban Indians, and school dropouts. These are exciting issues and will have our attention in the coming months.

As you know, since assuming the directorship of education for the BIA, I have been gradually defining what is meant by excellence in education. Each time I have perceived a need I have tried to relate it to an expression of excellence. Today, I would like to propose to you an extension of this definition and to mention some axioms of excellence as they pertain to professional relations and human behavior.

Excellence is cooperation among all people involved in the education process. It is people working together toward commonly conceived goals. It is the democratic actions of people in a democratic society working in a democratic school.

Excellence is determination. Community conceived goals have positive connotations and these breed optimism based on intelligent, informed, cooperative behavior. Tenacity of purpose and the determination to see a job through to a high quality of achievement is excellence.

Excellence is just plain friendliness. It is a concern and compassion for the human wellbeing of Indian children and youth. It is a mutual respect between people. It is a mutual respect between educators and Indian children. It is a mutual respect between educators and Indian communities and their leaders. Wouldn't it be wonderful and excellent to create and maintain schools that were friendly and warm and openly invited the cooperation of all people involved therein so that maximum learning may take place.

You should know that a number of items have been claiming my attention and the attention of the Office of Indian Education Programs staff. A major one for the past two months has been the 1976 Fiscal Year Budget. The hearings with both the House and Senate Subcommittees in appropriations went well. The outlook is good for the Bureau request.

However, as you probably know, the increases in education are minimal. Since the tribal priority system or band analysis process forms the basis for Bureau budget requests perhaps more attention should be given to how the needs of education can be made known.

With this a point of departure, I would like for us to go this evening into the consideration of the program issues outlined in the teletype sent you this past week. Some of the points made in my remarks above will relate to our assignment. On the other hand, the primacy of field input is essential. To review I would like for us to consider:

(1) National or programatic problems in education regarding budgetary resolution

(2) Education program goals for Fiscal Year 1977

(3) Problems foreseen if no additional budgetary allowance is provided for education over the FY 77 target allowance

(4) Indication of priorities among programs

(5) Major issues requiring resolution and an education nomination for a Secretarial issue in FY 77

(6) Changes in operations if employment ceilings were held to 1 percent increase and 4 percent increase over 76 FY.

I look forward to hearing your progress reports. They are indeed a highlight of these meetings for me.

EVALUATION
BIA Chief Education Officers' Conferences, 1974-75

This instrument has been designed in order to effectively evaluate the Chief Area Education Officers' Conferences that were held each quarter during the year 74-75.

The following topics were selected from among the total range inasmuch as they were considered more important than others. The purpose of this instrument is to determine the effectiveness of the conferences. Please rate each topic on a scale of from 1-5. One is least important and five is most important. Please check the number that reflects your assessment of the importance of the topic.

Instructions on "Application" part of Evaluation. It is important to be able to relate the Education Leadership Conferences to concrete actions taken by Assistant Area Directors. "Application" provides an opportunity to describe briefly an incident or series of actions taken by you that came directly from information gleaned from the conferences. If there was no Application made, then a brief explanation would be helpful. For instance, some topics relate to activities that are not included within the jurisdictions of Area Offices. The Presidential/Secretarial Objective does not relate to the Sacramento Area as they don't operate schools. The Application part of the evaluation is the most important aspect of the entire conference activity so please give it special attention. If you desire, attachments may be made which would document your comments regarding the Application of information. When attachments are included, please number them according to the item on the evaluation.

1. Secretarial Objective on School Management Options ___1 ___2 ___3 ___4 ___5

Application: ____

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2. "What Do We Do Next?" National American Indian Women's Association Report ___1 ___2 ___3 ___4 ___5

Application: ____

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3. *Career Development* ___1 ___2 ___3 ___4 ___5

Application: ________________________________

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4. *Budget (Fiscal Year 1975, etc.) and Personnel Ceilings* ___1 ___2 ___3 ___4 ___5

Application: ________________________________

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5. *Accountability Objective* ___1 ___2 ___3 ___4 ___5

Application: ________________________________

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6. *Enrollment Trends in ORBS* ___1 ___2 ___3 ___4 ___5

Application: ________________________________

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7. *School Facilities Objectives set forth in a Department Directive in F. Y. 1976 budget issues including determination of priority criteria standards and Bureau priorities.* ___1 ___2 ___3 ___4 ___5

Application: ________________________________

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8. School Construction Standards ___1 ___2 ___3 ___4 ___5

Application: ____________________

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9. Should community facilities be a part of school construction? ___1 ___2 ___3 ___4 ___5

Application: ____________________

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10. Review and Interpretation of Revised JOM Regulations ___1 ___2 ___3 ___4 ___5

Application: ____________________

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11. Review of Proposed Manual to Accompany Revised JOM Regulations ___1 ___2 ___3 ___4 ___5

Application: ____________________

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12. JOM Contracting Procedures ___1 ___2 ___3 ___4 ___5

Application: ____________________

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13. Auditing, Monitoring, Reporting - JOM Programs ___1 ___2 ___3 ___4 5

Application: ____________________

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14. PL 93-638, Indian Self-Determination and Educational Assistance Act ___1 ___2 ___3 ___4 ___5

Application: ____________________

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15. Student Rights and Responsibilities ___1 ___2 ___3 ___4 ___5

Application: ____________________

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EDUCATION LEADERSHIP CONFERENCE

Sacramento Area Report - Louise Miller
Education Specialist

It is with pleasure that I note the title of this conference, Leadership For Quality Education because heretofore education for the American Indians has traditionally been a "commodity" doled out to communities much as food commodities have been distributed. All educational planning has been done by the Federal Government, the State, or other educational institutions and the "Consumer" has not had a role or any real involvement in the educational system. Therefore the Indian Communities have developed no tradition of formal education. Even today with millions of dollars being funneled into education by the Federal Government only a few atypical Indian students get as far through the system as college level, and even fewer graduate.

Based upon this thesis the Sacramento Area Office has recognized the need for a more positive approach to the education of Indian students at all levels, and our programs and goals are beginning to reflect a thrust in a new direction with the added dimension of interfacing with existing programs and educational institutions.

However, the Indian population ~~that we serve~~ in California is unique and diverse for several reasons; 1) the Native Californian Indians are composed of some 115 tribal groups, located on 79 reservations and rancherias, 2) the Bureau has terminated services to an additional 40 reservations and rancherias, 3) the Bureau's program of employment assistance has relocated thousands of Indians from out of the area into the urban areas of our major cities and stripped them of services from their home agency, thus spawning an acute sociological, economic, and psychological problem as the Indian endeavors to cope and survive in the pejorative society.

Within this setting the Sacramento Area Office offers the following services:

Johnson-O'Malley Programs These monies are no longer contracted to the State of California for administration. At the request of tribal groups the contracts are negotiated directly with local educational agencies or to tribal groups. There are approximately 2,000 Indian students, grades K through 12, being served in twelve (12) projects statewide. Based upon statistics from the California State Department of Education there are 22,711 Indian students within our public school service area. (This count does not include the dropout who also falls within the age range for services). There remains well over 20,000 students who receive no services from Johnson-O'Malley programs.

The average cost per pupil for funded projects amounts to $183.49. When compared to the average per pupil cost for California of $884.00 it becomes evident that the Johnson-O'Malley funding for California is totally inadequate. Further analysis shows that at the current level of Johnson-O'Malley funds the average per pupil, statewide, amounts to $15.41.

Even with this limited budget to work with, there are some factors that can be cited as positive; 1) the development of strong parent advisory committees, 2) sensitization of school administrators and staff of the needs of the Indian child, 3) in projects that have had funding over a period of several years the profile of test results show an upward academic trend.

Higher Education The Higher Education grants are administered out of three agency offices; Hoopa, Central California, and Southern California. For the FY '74 our total students funded was 551.

The breakdown is:

Senior level	44
Juniors	75
Sophomores	142
Freshman	272
Graduates	18

The budget of $664,256 of Higher Education monies was spread in this manner:

The average BIA grant was $1,215

Monies generated from other sources - $821,300

Making the average overall budget for the student $2,692

In assessing the higher education student certain elements become discernible. The most evident is the high attrition rate during the first 2 years of college. Alienation for our students is one of the contributing factors. Only a few can make the transition from a rural setting to the university community without suffering psychological trauma. As we recruit students we will also be considering what that student's needs are besides finances.

Adult Education This program is concerned primarily with cultural classes and some GED efforts. The funding level is minimal.

NEW DIRECTIONS

Johnson-O'Malley Two annual statewide workshops will be initiated to facilitate communication between the Bureau of Indian Affairs, Project Directors, School Administrators, and Parent Advisory Committees. These training sessions will be expanded to utilize and interface with other educational resources, such as the State Department of Education, the University systems, particularilly Native American Studies Departments.

Indian Leadership Intern Program The concept is based upon the desire and need to employ Indians at a fairly high level in adminstrative and supervisory positions. High potential students will be recruited for training. We are currently looking at students at the senior and graduate levels.

Higher Education We are currently instituting a computer program at the Area level that will give us comprehensive information on the trends of higher education students and data to develop profiles for program analysis.

Career Development In compliance with the Commissioner's memorandum of May 1974, we have began implementation of the Career Development concept.

To effectuate the changes necessay, the implementation time frame falls into 3 phases, spanning a time period of 2 years.

We are currently in Phase I; Identification of strengths and weaknessess of present programs, the development of overall management objectives and orientation for staff at agency and field levels. Also, within the 2 year time frame, training will be made available for BIA staff personnel to develop the skill necessary to render career counseling at all levels. Through such a training program the present existing, fragmented programs will be pulled into a cosmic matrix that will meet the strident needs of the Indian community for career counseling.

The career development concept as we view it, is a broad umbrella under which all educational and training programs are placed. In order to effectually administer these programs it becomes necessary to develop a matrix that will insure the enhancement of programs by interfacing with others, or with other institutions outside the Bureau and with the business world. Our Area can no longer (except in the narrowest sense) provide needed services to Indian communities, society has become too complex.

The "heartbeat" of the whole operation will lie in the position of the Operations Control Analyst. All personnel, student, and financial data will be processed through this key person. From the outputs, analysis of dollar and program effectiveness will be made. Profiles of every aspect of the program will be available, including staff accountability. Thus, the program will have a built-in program evaluation process.

Thus, through efficient management of all training programs the Indian students at all levels will be provided that key ingredient that will lead him to self-sufficiency with dignity.

ABERDEEN AREA
PROGRESS REPORT

1. Need for support from Area Directors and Agency Superintendents for Education programs.

2. Pierre Indian School Board is about ready to resume the operation of the Pierre Indian School. Contract should be let in June or July.

3. Yankton Sioux Tribe is attempting to raise 1 million dollars for operation of St. Paul Mission.

4. Situations that are being dealt with on are potential problem areas

   Cheyenne River
   Pine Ridge
   Sisseton
   White Shield
   Standing Rock

5. Turtle Mountain Elementary School received North Central Accreditation.

6. Title I monitoring is complete and programs for next year are being written.

   Question: Legality of Title I contracting efforts? Title I regulates State:

   a) Title I can be contracted if you lack the expertise to perform the program.

   b) Title I can be contracted if it can be done for less money than the Bureau can operate that program for.

7. JOM funding for current year needs to be allocated.

8. Need to upgrade dormitory personnel - presently food service personnel and plant management people make higher wages.

ALBUQUERQUE AREA
PROGRESS REPORT

Schools

SIPI - Received North Central Association accreditation. Will operate summer quarter for 250 returning students. New student enrollment will be limited to class vacancies.

IAIA - Received charter from Commissioner authorizing two year accredited high school (Jr. and Sr.) and a two year junior college of fine arts to be accredited and to offer an Associate of fine Arts Degree. Accreditation will take from 3 to 5 years. Greater recruitment efforts are needed.

AIS - Need Assessment has been completed. We are now involved in developing a program to meet needs. All identified students have special social needs. (Education, social services, Indian Health Services and tribal leaders are all participating in developing program.) An enrollment of approximately 250-300 Jr. High and High School students were identified as needing a special school. Plans are being made to close out the Border Town program.

Ramah - The Commissioner has offered to suspend the Area Office decision to close the dormitory provided the Ramah Navajo School Board agrees to negotiate a phase out of the operation.

The school operation will be increasing to a K-H.S. program. Contract negotiations will begin soon.

Acoma - New school plant will be completed by end of April. Grades will increase to K-8 (previously K-4). In spite of all previous appearances of a desire of the Tribe to contract, they turned down a referendum. The Bureau will operate the school but the increased grades create a need for increased personnel. No ceiling is available to meet this need.

Construction

Two schools have requested an exception to the policy of not withdrawing public school students. Laguna is requesting a new junior high school and have submitted their case to the Commissioner. San Felipe wished to add grades 4-8. Documentation of case has not yet been completed.

JOM

Tribes are pressing for a planning allocation. Hearings and negotiations with public school districts are continuing on an ideal funding basis. Hearings will have to be held again to determine programs to be eliminated after allocation is known.

Scholarship

Administration costs for contracts continue to increase. Since these costs are taken from scholarship grants the amount going directly to students is being reduced.

A summer college orientation program will be held for interested high school graduates. College credit will be offered to participants. Previous programs have been very successful.

Title I

Monitoring has been completed. Since the schools are increasing enrollment (Ramah and Acoma), Title I funds for FY 76 will reflect a lower per capita base.

Special Education

Title I and VI funds have been used to establish resource and special Education classrooms. The Area Office has submitted a proposal to identify special education needs throughout the area.

General

Other successful projects include the PCDP at Acoma, Computer Assisted Instruction and the UNM/AIPC Teacher Training Project.

An Educational fair was held in February with an attendance of approximately 1,200. Evaluation responses indicate a desire to make this an annual event.

BILLINGS AREA REPORT (Carl W. Vance, Area Education Officer)

BLACKFEET: We have a contract with the Browning Public School District for the operation of the Blackfeet Dormitory, the summer program, and for the administration of the Higher Education Program. The Education Administrator is a professional educator hired by the school district, and is a member of the Blackfeet Tribe. The school district superintendent is also a member of the Blackfeet Tribe, the former JOM Indian Education Supervisor for the State Superintendent's Office, and a highly competent school administrator. A new public junior high school at Browning was opened for the present school year, financed with P.L. 815 funds and by a local bond issue. Funds were appropriated to the Bureau for construction of additional facilities for the Heart Butte Elementary School. An alternative school is operating with HEW and JOM funds.

CROW: A contract for summer program activities exists with the tribe. A new high school district, Plenty Coups, was created and the high school program at Pryor got underway with the opening of the current school year. Funds previously appropriated for school facilities at Edgar were made available instead for expenditure at Pryor. Other programs in some public schools on the Crow Reservation were Teacher Corps, bilingual programs, and COP. The tribe is preparing a proposal for contracting for $55,000 in Adult Education funds.

FLATHEAD: The tribe has a contract with the Bureau for the Employment Assistance, Higher Education, Summer Program, and for most aspects of the local JOM programs in the reservation public schools. Funds for the local JOM programs, however, are still part of the contract with Montana. The

Flathead Tribe has inquired about the possibilities of contracting with the Bureau for the JOM program funds in reservation schools. The Director of the total contract operation is a young lady who is a member of the tribe and a competent professional educator.

FORT BELKNAP: Summer program activities are contracted with the tribe. A new high school district was created for the Hays-Lodgepole area, with the program getting underway this current school year. A total of $145,000 has been appropriated for school construction planning for the new school.

FORT PECK: A contract with the tribe provides for summper program activities. The tribe has also inquired into contracting for the JOM funds going into the local public schools. Funds were requested by the Brockton Public School for construction of new high school facilities, but no appropriation has been made. Instead, the Bureau has been directed to cooperate with Montana in assessing the educational needs to be served by the proposed school. The Area has advocated for the tribe in their request for funds for Brockton School construction.

NORTHERN CHEYENNE: Busby School is operated under a contract between the Bureau and the Tribal Council, but a duly elected school board is responsible to the tribe for the school operation. The entire teaching staff are employees of the school board, but several Bureau employees still remain in the food services, dormitory, and transportation programs. The school is under the direction of a highly competent school superintendent and very noteworthy accomplishments and program improvements are taking place. Title IV funds provide, among other things, for the Westinghouse Planned Learning According to Need (PLAN) in grades K-12. Title I, II and III ESEA funds are also available to the school. An architect is completing plans for a new physical education facility at Busby. Another architect is preparing the plans for a new high school facility at Lame Deer. The present public school system at Lame Deer consists of an elementary school. Funds appropriated to the Bureau for additional elementary facilities at Lame Deer are presently under contract with the district. A contract with the tribe exists also for some summer program activities.

ROCKY BOY: Contracts exist with the tribe as well as with the local public elementary district for summer programs. The Rocky Boy Elementary School has some excellent programs operating under a most competent Indian educator with strong community involvement and support.

WIND RIVER: Wyoming Indian High School is operated under a contract between the Bureau and the Wind River Indian Education Association, Inc. A qualified school administrator was hired early the past summer and continued program improvement is expected. Funds were appropriated to the Bureau to construct additional facilities for the high school, and construction is underway. The Fremont County School Reorganization plan is in the court and thus not yet resolved. If approved as the plan presently provides, a high school district consisting of the reservation will result. Expansion of the public elementary and high school facilities presently serving the reservation school population is also occurring. The JOM coordinator position for Wyoming has just recently been filled. A contract between the Joint Business Council and the Bureau provides for summer programs.

The agencies in the Billings Area have the funds and complete responsibility for the higher education grant program, and this arrangement is working very satisfactorily. Again, it is apparent that applications for FY 75 higher education funds exceed the amount presently available. We assisted 975 students last year.

Additionally, JOM committees are active and much involved in the local school systems.

ALBUQUERQUE AREA OFFICE
PROGRESS REPORT
December 11, 1974

PRESIDENTIAL OBJECTIVES:

The Presidential Objective was presented at a meeting of all Area tribal leaders. Two of the schools scheduled to select a management option are ready to begin their needs assessments concurrently with a study of available options.

CONTRACTS:

The following tribal contracts are in effect for this fiscal year:

Three education coordinators (Zuni, Mescalero, Ute Mountain).
One new school planning contract (Acoma - K-8).
One contract school (Ramah).
One Parent-Child Development Program (Acoma).
Four scholarship (Southern Ute, Zuni, AIPC, and Laguna).
Six Johnson-O'Malley (Zuni, Canoncito, Southern Ute, Ute Mountain, AIPC, and Mescalero).
Titles I and III (Ramah).

SCHOLARSHIP:

Seven hundred and twenty-two (722) students have been awarded scholarship grants for the 1974/75 school year. Eighty-six (86) students are still awaiting funding.

Two contracts to provide extra counseling have been awarded to the colleges enrolling the greatest number of Indian students.

TITLE I:

All Title I programs have been monitored and corrective action has been initiated where needed.

SCHOOL OPERATIONS:

Visits have also been made to all Bureau school operations in the Area.

A needs assessment has been initiated at Albuquerque Indian School for the purpose of updating the school program to better fit the needs of students.

ADULT EDUCATION:

An adult education workshop was held for Area tribal leaders in an effort to bring together parental educational needs in relationship to early childhood programs.

CONSTRUCTION:

A feasibility study has been made of the Ramah Dormitory operation and early indications are this facility may no longer be needed.

Construction at the two new school sites (Acoma and Ramah) continues on schedule.

San Felipe and Laguna are continuing with their efforts to get back into the construction cycle.

MINNEAPOLIS AREA
OUTLINE - PROGRESS REPORT

IOWA

1. Public School Assistance (JOM)
   - a. District contract for basic support
   - b. Tribal contract for "special programs" being finalized. Received proposals 4/18/75!
2. Higher Education - Area Field Office/Tribe mutually approve awards.
3. Status of "Contract School"
   - a. Background information - working with Attorneys/Association American Indian Affairs.
   - b. Education committee status - (Title IV - Part A) recent election!
   - c. Petition to Tribal Council - reject/approve actions of Education committee.
4. FY 1976 - Status unknown at this time.
5. 12 seniors all at least "C" average - (All conference honorable mention football)

MICHIGAN

1. Public School Assistance
   - a. Four Tribal contracts serving 6 districts
   - b. Sault Ste Marie - Now "reservation" status - Eligibility for public school assistance and student count may reach 1,000 (New start - JOM impact!)
   - c. Hannahville - Problems - Bombing threat, liec trying to resolve with attorney.
2. Higher Education
   - a. Inter-Tribal contract administration
   - b. Our office very pleased with this contract.
   - c. Discussing AVT contract for FY 1976

MINNESOTA

1. Public School Assistance
    a. 3 tribal contracts - 3 districts
    b. 1 inter-tribal contract - 22 districts (MCT 6 reservations)
    c. 2 district contracts
2. Higher Education
    a. 4 Sioux communities - BIA - Area Office
    b. 1 tribal contract - (Pleased with contractors)
    c. 1 inter-tribal (MCT)
    d. Interested in CD - Indicate AVT should operate like H.E.
3. State Board of Education approved teaching of Chippewa language in public schools on same basic/status as European languages. (Taught by "certified" Native Americans)
4. Ruth Myers - Campaigning for appointment to State Board of Education on Duluth School Board - State Education Department Employee - Duluth
5. Onamia situation - Student walk-out - School Board (Tribe agreed) operating "alternative" program on Reservation (Mille Lacs - MCT) at Vineland - temporary!
6. Basic support regulations (70% Indian enrollment question)
7. JOM formula distribution - MCT recommendation to distribute full allocation on per capita/
8. MCT - Parent Education Conference - 273 out of 276 parents in 38 below zero.
9. Talent search - Minnesota Chippewa Tribe negotiated with H.E.W. to provide state-wide services beginning July 1, 1975 - Bemidji State College current sponsor. Contract for about $120,000 - to serve 6 MCT reservations, Red Lake, 4 Sioux communities, urban areas of Twin Cities and Duluth! Esitmate serving about 4,000 Indian youth.
10. June-July - 4 week workshop for teachers of Indian children under EPDA Grant - MCT

WISCONSIN

1. Public School Assistance
    a. 3 tribal contracts - 6 districts

   b. 2 district contracts

   c. 1 State contract - 6 tribes - 12 districts

*Indications are more individual tribal contracts for FY 1976.

2. Higher Education

   a. 1 tribal contract

*USOE proposed rules - HEAB-BIA agreement

3. Lac Courte Oreilles Chippewa Situation

   a. Newpost facility - K-3, 1975-1976, $168,000, Title IV, Part B, Indian Education Act.

   b. Pursuing "Criteria for Exceptions... - eventually (soon) to have contract school. Feel situation may qualify!

4. Menominee

   a. This is a whole different ball game!

   b. $395,000 public school assistance - tribal contract

   c. $218,000 planning/construction funds for Keshena and Neopit.

   d. Impact aid qualification criteria - Federal restriction/trust on non-MEI lands.

5. Indications that tribal land (oneida) within Green Bay District boundaries - About 500 Indian students attending Green Bay Public Schools - JOM impact!

6. 2 weeks workshop for teachers of Indian children - meet criteria for renewing certification.

7. Training Indian linguists at UW - Milwaukee, Title IV, Part B.

8. Home/School Coordinators State-wide Training - EPDA (Drop-outs over past 4 years - reduced 26-18%.

Career Development - at standstill

MUSKOGEE AREA
PROGRESS REPORT

1. Area Fine Arts Festival at Sequoyah High School. Program includes all five Muskogee Area Schools. April 16 & 17, 1975.

2. Advisory School Board workshop March 20 & 21, 1975. Training session for advisory school board members from all area schools. Fountainhead Lodge, Eufaula, Oklahoma.

3. Food Service Workshop May 26-30, 1975, at Southeastern State University, Durant, Oklahoma, for all employees of all schools.

   Also, June 16 through July 3, 1975, a workshop for dormitory personnel. This is a part of our on-going training program. The theme this year is Human Effectiveness Training.

4. May 27-30, 1975 TRIA & CIA Training for Instructional Aides in self-evaluation program. The program has been developed by Muskogee Division of Education and Dr. Howard J. Demeke of Arizona State University, Sequoyah High School, Tahlequah.

5. Plans for training of school personnel by area staff to implement the student enrollment system set for May 7 & 8, 1975 at Muskogee, Oklahoma.

6. Problems:

   a. Proposed reduction in force creating morale problems in schools and dormitories already operating with minimum staff. Also, continued criticism for use of temporary personnel.

b. Mileage limitation. Schools use of vehicle are primarily for medical trips. Necessary travel must go on if we are to provide for needs of children we have in Bureau of Indian Affairs Schools.

OPTIONAL FORM NO. 10
5010-104

UNITED STATES GOVERNMENT

Memorandum

TO : Acting Assistant Area Director (Education)
ACTING

DATE: November 25, 1974

FROM : Chief, Branch of Curriculum & Instruction

SUBJECT: Progress Report for Branch of Curriculum & Instruction

The following objectives set for this school year have been accomplished:

1. Reproduction and distribution of Navajo Area mathematics curriculum.

2. Completion of draft of curriculum for special education resource rooms.

3. Expansion of use of NALAP by 30%.

4. Expansion of use of CITE materials.

5. Distribution of Maternal Infant Care Guidelines.

6. Reproduction and distribution of Area Safety Policies and Practices for School Trips.

7. Report on data submitted to Area office on:

    a. Follow-up on 1973-74 training for first-line supervisors

    b. Implementation of health and P.E. and social studies guides

    c. Pupil performance in the language arts and mathematics

8. Training of education staff members in First Aid and in the implementation of the health and P.E. curriculum.

9. Conducting of summer linguistic conference.

10. Refining of syllabus to use in training teacher supervisors to evaluate the teaching learning process.

11. Production and distribution of assessment sheets for 1974-75 and outlines of characteristic skills needing development.

The following objectives are in the process of being accomplished.

1. Preparation of science curriculum for reproduction and distribution.
2. Integration of kindergarten and Beginner curriculums.
3. Assessment of CITE materials.
4. Distribution of Book II of NALAP.
5. Development of student codes.
6. Preparation of addendum and bibliography for social studies curriculum.
7. Securing Red Cross First-Aid materials and Health Guide
8. Reproduction of additional copies of Health Curriculum.
9. Refinement of criterion-referenced tests for CITE Gr. 2, NALAP Book I.
10. Refinement of Heiman-Watchman Reading Test, Gr. 3.
11. Development of listening test for NALAP, and social studies criterion-referened test.
12. Development of CITE 3rd grade test.
13. Surveying of implementation of Area curriculum guides.
14. Identification of staff members with special competencies.
15. Evaluation of school programs.
16. Surveying training given by agencies and schools.
17. Certification of first-aid instructors.

18. Evaluation of contract school programs.

19. Evaluation of Title I contracts for substance.

20. Training of:

    a. Teachers in the use of NALAP

    b. First-line academic supervisors

    c. Agency guidance specialists

    d. Language arts specialists

21. Follow-up on:

    a. Training given at summer linguistic conference

    b. Training in early identification of handicapped children

    c. NSF math workshop

    d. Training in use of math curriculum

22. Planning for FY 1976 summer linguistic conference

23. Refining of performance standards for Branch staff members.

24. Updating Student Resource Register.

C. Laurine Pullean

PLAN FOR ASSESSMENT OF PUPIL PERFORMANCE

In keeping with Bureau and Area policy regarding pupil evaluation and testing, the following plan is submitted for your review.

I. Continued use of assessment sheets

II. Assessment of pre-first and first-grade pupils' performance by means of continuous monitoring through the use of:

  A. Individual counseling techniques
  B. Recorded observations of behavior
  C. Sociometric techniques
  D. Quizzes
  E. Teacher-made tests
  F. Criterion-referenced tests

II. Administration of Metropolitan Achievement Test in April of 1975 and 1976 to pupils in grades two through 8 for purposes of determining.

  A. Relative standing
  B. Something of growth per class
  C. Needed areas of contentration through use of an item analysis of results

III. Criterion-referenced tests

  A. NALAP

    1. Listening test

      a. Develop during 1974-75 school year
      b. Test experimentally and perform statistical analysis - 1974-75 school year
      c. Revise and refine '75-76 school year
      d. Administer to pre-first and first grade pupils in September, 1976 to determine needs and in May of 1977 to determine growth, to evaluate program and for teacher self-evaluation

    2. Book I

      a. Administer revised test experimentally, do statistical analysis - 1974-75 school year.

- b. Administer in May to evaluate pupil performanced program and for teacher self-evaluation.
- c. Administer September 1975 and May 1976 to pupils using Book K for above-mentioned purposes.

3. Book II

   - a. Begin development - 1974-75
   - b. Test experimentally - do "stats" revise - 1975-76
   - c. Administer September '76 and May '77 for above purposes to pupils in Book I

4. Book III

   - a. Possibly begin development '75-'76
   - b. Test experimentally, do "stats" and revise '76-'77
   - c. Administer to pupils using Book III September 1977 and May 1978

B. SOCIAL STUDIES

1. Develop 1974-75 school year

2. Administer experimentally, do "stats" and refine 1974-75 school year

3. Administer at designated levels to all pupils in September 1975 and May 1976

C. MATHEMATICS AND HEALTH

1. Develop 1974-75 school year

2. Test experimentally 1975-76 school year, do "stats" and refine

3. Administer for purposes previously stated in September 1976 and May 1977

D. SCIENCE

1. Develop '76-'77

2. Test experimentally, do "stats" refine - '77-'78

3. Administer for above purposes in September 1978 and May 1979

E. HEIMAN-WATCHMAN

1. For Grades 2 & 3 - administer for previously stated purposes in September 1975 and May 1976

2. For grades 4 & 5 - begin development '74-'75 test experimentally, do "stats" and refine - '75-'76; administer for previously stated purposes September '76 and May '77

F. CITE

1. Second grade-revise test experimentally and do "stats" '74-'75; administer for previously stated purposes in September 1975 and May 1976 to CITE pupils

2. Third grade - develop, administer experimentally and do "stats" '74-'75; revise and refine - '75-'76; administer as above '76-'77 to CITE pupils

G. Briere TOPESL

1. Administer Form B to all pupils 4th through 8th grades in September 1975 and May 1976 for above purposes.

2. Make a Form A for listening comprehension and a Form A for oral production - 1975-76

3. Adminster Form A to all pupils 4th through 8th grades in September 1976 and May 1977 for above purposes.

Until tests for mathematics, health and science are completed schools will have to rely on diagnostic information from the Metropolitan Test .

When results of the above criterion-referenced testing have been computed, average raw scores for classes tested in September will be submitted to the Area through the agencies. When results of the above criterion-referenced testing have been computed from May testing, average raw scores for September and May with + or - differences will be submitted to Area through the agencies.

Arrangements will be made to secure information for the Area on results of the Metropolitan.

Specific guidelines for testing special education pupils will be distributed to the field and will be outlined at the December Title I meeting.

Other tests needed for the testing of reading at levels 2 through 8 will also be recommended and outlined at the Title I meeting.

MAY 1962 EDITION
GSA GEN. REG. NO. 27

UNITED STATES GOVERNMENT

Memorandum

TO : Acting Assistant Area Director (Education) DATE: December 2, 1974

FROM : Chief, Branch of Educational Liaison

SUBJECT: Progress Report for the months of September, October, and November, 1974.

Enclosed are copies of the Branch progress reports for the months of September, October, and November, 1974 per your recent request. If you have any questions regarding these reports, please don't hesitate to ask.

Irvin Jones

Enclosures

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Progress Report
for the month of
September, October, and November 1974

Presidential/Secretarial Objectives

The Presidential/Secretarial Objective (P/SO) was reviewed and adapted to the Area plan by speculating that ten (10) Area schools would accept to undertake training under the management system as specified in P/SO during the 1974-75 school year. The portions of presentation and needs assessment of P/SO were written in the Area plans to be contracted to the Navajo Area School Board Association (NASBA) or Navajo Division of Education (NDOE). However, this plan was revised in November with the intent to have the Branch of Educational Liaison implement the Area plan.

The ten (10) Shiprock Agency School boards accepted to undertake training under the P/SO during the October quarterly NASBA conference at Wingate High School. Oral and written reports have been submitted to the Indian Education Research Center (IERC) as stipulated in the P/SO. Training materials for presentations to individual school boards have been received recently and awaits review.

While the Area Director awaits a reply from the Chairman of the Navajo Tribal Council regarding who (NASBA or NDOE) should have the contract for the implementation of P/SO, the Branch of Educational Liaison will continue to implement the revised Area plan. It is estimated that at least 96 man-hours have been devoted to the initial writing, revision, and presentation for explanation of P/SO to the various tribal committees, school boards, and Area school administrators to date. If the Tribe should contract to implement the P/SO, the Branch of Educational Liaison will continue to make reports to IERC and render any technical assistance necessary.

Higher Education Program

In view of the immediate problems of Higher Education which is under contract with NDOE, the Branch Chief spent at least 86 man-hours in assisting the Director and his staff to plan, organize, and budget the 1975 fiscal year program. When the problems of program planning, budgeting, the delays of student grant deliveries, misinterpretation of contract funds and tribal policies were rectified, these were disseminated to the respective college financial aid officers by meeting with them at Arizona State University, Phoenix, Arizona. Some corrections were done through contract modification. Ernest Magnuson has been designated as Contracting Officer's Representative (COR) for this particular contract. The immediate responsibility has been to complete the 1974 fiscal year annual report. Jess Hampton who is temporarily detailed from the Fort Defiance Agency, Adult Education to this office is assisting the Higher Education personnel to complete the annual report. This report is expected to be completed the week of December 2, 1974.

Adult Education Program

The Branch Chief is serving in the capacity of acting position for the Branch of Adult Education Programs. The Chinle Agency Adult Education program is under contract with the Navajo Community College (NCC). Thomas Nahkai has been designated as COR for this contract. The Branch Chief devoted at least 72 man-hours in assisting the Contracting Officer (CO) to complete the contract with NCC and revised Area and Agency budget plans for the 1974 fiscal year. Technical assistance was also rendered to the Fort Defiance Agency Adult Education office concerning the maintenance of learning center and the band analysis for fiscal year 1976. A complaint from the Secretary for Adult Education is that the Eastern Navajo Agency doesn't submit their monthly report to the Area Office for the Central Office report. The position of the Branch Chief for Adult Education has been advertised and it should be filled shortly. According to Personnel Classification, the Agency positions for Adult Education Specialists have been reclassified and are now functioning under the supervision of Agency School Superintendents.

Career Education Program

Under special project, the Branch Chief in collaboration with the officials of Employment Assistance, Adult Education, and Higher Education programs, has exchanged some tentative ideas about the possibility of combing the three programs (Adult Vocational Training of Employment Assistance, Higher Education, and Adult Education) into a Career Education program as specified in the central office memorandum. Meetings are being held at the Agency levels with various tribal groups for their input. When these are completed, the Area will conduct a workshop to synthesize all the inputs from the Agency. This objective has been disseminated to the respective contracting parties and Gloria Jones has attended one of the Agency meetings. This office will continue to coordinate and collaborate with these respective officials to accomplish the objective by April, 1975. It is estimated that at least 24 man-hours have been devoted to this special project.

Johnson-O'Malley Program

Several meetings were attended at the Bureau-wide workshop, Area and school district meetings regarding the revised CFR regulations that affects Johnson-O'Malley programs, the BIAM regulations and a proposed contract procedure to effect Johnson-O'Malley contract. The new regulations which are in effect September 20, 1974, have been distributed to all respective contracting parties for their information and comments at the future planned workshop for the 1974-75 school year. Thus far, the immediate feedback from these contractors is a feeling of uncertainty and a threat regarding the involvement of Indian Education Committee (IEC) who will have veto power for special program in the district. Other items of threat or conflict is the provision which allows IEC to review the district records, and the unilateral decision by the funding agency in contracting with NDOE without the knowledge of the Contractors for monitoring Johnson-O'Malley programs. These issues will be worked out jointly with all the concerned at the planned workshops very shortly. Wherever immediate problems existed with respect to advance payment, invoicing for payment, and program monitoring, contracts have been modified to rectify these issues. It is estimated that at least 88 man-hours have been spent on these activities. Four Education Specialists have been hired and assigned the various respective contracts for monitoring of Johnson-O'Malley programs and fiscal activities It is assumed that these additional staff will no doubt insure the consumation of contracts in time for the 1976 fiscal year. The Plan of Operation for the Branch to effect proper monitoring of programs and fiscal activities has been completed (attached). Some contracts that are not completed is being monitored by Ernest Magnuson. He will keep the contracting parties informed of the status.

Management by Objective for Results (MOR)

The concept of MOR has been incorporated in the Plan of Operation for the Branch of Educational Liaison. The purpose of this plan is to identify and organize the tasks and activities of the various programs in the Branch and to assign these functions to the staff. It also delineates management responsibility and line of authority for proper communication and division of labor. This strawman plan will be reviewed continuously with the staff for revision. It brings out the mission and role statements and the various objectives concerning different programs. This will be revised to include the Area Program Planning (APP) which is being worked out at the present time. It is estimated that at least 72 man-hours have been devoted to this management function

The staff has been involved from the beginning of the formulation of MOR process. Thus far, three members of the staff have spent about 120 man-hours of training in management development programs sponsored by the Area training personnel. The staff will continue to participate in the management development training as part of the staff development for the 1974-75 school year.

Tribal Liaison=

At least 60 man-hours have been devoted to meetings with the various tribal groups such as Executive Board for NASBA, NDOE, and Tribal Education Committee (TEC) of the Navajo Tribal Council regarding Navajo Area

Division goals and objectives, P/SO, contracts, revised CFR regarding Johnson-O'Malley programs, Intermountain Indian School and NASBA conferences. Monthly and special meetings will continue to be held with these groups for their input.

IN REPLY REFER TO
Area Education
Special Projects

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
Navajo Area Office
Window Rock, Navajo Nation, Arizona 86515

NOV 18 1974

Memorandum

To: Acting Assistant Area Director (Education)

From: Chief, Branch of Special Projects

Subject: Branch of Special Projects Report

There are sixty-four (64) Title I projects approved for FY 1975 which are administered through the Navajo Area Branch of Special Projects. These include fifty-three (53) Bureau elementary, two (2) high schools and three (3) bordertown dormitories; three (3) elementary and two (2) contract high schools; and one (1) Area technical assistance project. $7.9 million provide 14,274 children supplemental educational services through Title I. The services of one hundred thrity-nine (139) B.I.A. professionals and five hundred eighty-seven (587) para-professionals are funded under Title I this fiscal year. In addition, the services of seventy (70) contract professional and forty-one (41) para-professional employees are provided. 80% of the project components relate to Language Arts and reading, 9.9% relate to Special Education, 517% to general academic, 3.5% to Math and the remaining .1% to "other areas".

To date, fifty-seven (57) of the projects have been pre-monitored and thirty-seven (37) have been monitored officially. Several projects or portions of projects have been identified as being exemplary. Plans are being developed to disseminate this information throughout the reservation and to other areas. Two (2) of the most successful components are briefly described as follows:

1. Greasewood Boarding School, Component A, "Learning Disabilities K-8". (Copy rest from page 24 of project synopsis)

2. Sanostee Boarding School, Component A, Service #3, "Language Arts Oriented Music Introduction". This service is designed to develop listening skills through oral language music activities using a wide variety of vocal and instrumental musical arrangements. (Copy rest of #3 on page 33 of project synopsis)

In addition, two (2) of the Area Special Projects Evaluators have been writing proposals for development of criterion referenced tests based on Navajo Area curriculum guidelines. This is being done in cooperation with the Branch of Curriculum Development.

Title VII is funding two (2) bilingual programs at Sanostee and Toadlena Boarding Schools.

Joseph H. Ramey /-bp

MBO REPORT FOR MR. TUCKER'S DECEMBER
ASSISTANT AREA DIRECTORS MEETING

The months of October and November has been spent in finalizing Johnson-O'Malley Contracts with the Division of Education of the Navajo Tribe and public school districts in Arizona, New Mexico and Utah. The following is the status:

Bordertown Program State of Arizona	contract signed
Navajo School Districts State of Arizona	contract signed
Johnson-O'Malley Monitoring Navajo Division of Education	contract signed
Bordertown contract Albuquerque, New Mexico	contract signed
Bordertown contract Gallup, New Mexico	contract not signed - public school refuses to sign because we will not pay full per capita.
Bordertown contract Aztec, New Mexico	being typed
Bordertown contract Richfield, Utah	being typed
Utah Navajo Development Corporation Blanding, Utah	negotiated and will be finalized week of November 18, 1974.
San Juan Public School Blanding, Utah	negotiated and will be finalized week of November 25, 1974.

New Mexico School Districts
Serving Navajo Students:
1. Bloomfield, New Mexico
2. Central Consolidated District
3. Cuba, New Mexico
4. Farmington, New Mexico
5. Gallup, New Mexico
6. Jemez Mountain, New Mexico
7. Magdalena, New Mexico..............Johnson-O'Malley contracts for these schools have been signed. We have had problem getting their 25% advance but we have been notified that Central Office has approved advance and money should be available to the districts during the week of November 18, 1974.

We have set up an MBO which will, we hope, correct contract delays as mentioned above. In detail these MBO is as follows:

1. November and December, 1974 - review all current contracts and accountability and determine if the scope of work as outlined is sufficient.

2. January, 1975 - send letters to the current contractors indicating our desire to continue contract relations and request from them a proposal by February 15, 1975.

3. From February 15, 1975 until March 15, 1975 - all contract proposals will be reviewed in depth by the Navajo Area Division of Education and Area Branch of Contracting Services personnel to insure that the scope of work as proposed is legal and reasonable. We will then forward to the prospective contractors our counter proposals, if required, and set a date for negotiations.

4. A negotiation team will be established with representatives from the Navajo Area Division of Education and Area Branch of Contracting Services. The months of April and May will be set aside with a target date of June 3, 1975 for completion of contract work, up to the point of award, which is dependant upon contract fund availability.

I have been appointed Contracting Officer's Representative for the following contracts and have scheduled dates for on-site visits to assure contract compliance and that this office give timely assistance as necessary. Reports will be made to the Contracting Officer on each visit.

Contracts: Higher Education
Navajo Division of Education

Rock Point Community School

Richfield Dormitory

Albuquerque Dormitory

MBO:

Rock Point Contract

Objective:

To insure contract compliance and that positive improvement occurs in our contract relationship.

Acting Plan:

1. Make monthly on-site visits.
2. Review and submit for payment vouchers as received within two working days.
3. To develop a cuff account accounting system to insure fund control.
4. To establish a pert chart which will allow report control.

MBO:

Navajo Division of Education
Higher Education Contract

Objective:

To insure contract compliance and timely scholarship service to applicants.

Action Plan:

1. Visit scholarship office weekly and record on desk calendar.

2. Visit two college sites during the school year for input on services received.

3. Set up pert chart to insure timely reports.

Immediate problems with which we are concerned are the receipt of:

1. Receipt from the scholarship office of their plan of operation.

2. Receipt of 1973-74 Annual Report.

MBO:

Richfield Bordertown Contract

Objective:

To insure contract compliance.

Action Plan:

1. To make an on-site visit at least twice during the school year.
2. Review and submit for payment all vouchers received within two working days.
3. To develop a cuff account accounting system to insure fund control.
4. To establish a pert chart which will allow report control.

MBO:

Albuquerque Bordertown Contract

Objective:

To insure contract compliance.

Action Plan:

1. To make an on-site visit at least three times during the school year.
2. Review and submit for payment all vouchers received within two working days.
3. To develop a cuff account accounting system to insure fund control.
4. To establish a pert chart which will allow report control.

One of our recent concerns has been the planning for needed facilities which will be needed to accommodate additional title funds. On November 14, 1974, a meeting was held with Area Plant Management and the following plans were made:

1. Plant Management will update their Joint Education and Administration Guide No. 1-11058 which spelled out criteria and guidelines for evaluating school facilities to accommodate change.

2. These new guidelines will be reviewed with the School Superintendents for their input.

3. Copies of the new criteria plan will be sent to all concerned.

4. The principal or title writer will submit immediately in accord with the new guidelines a justification for facility modification or additional portable buildings to accommodate new programs.

5. If the new program is for title funds, the proposal will be reviewed by the Branch of Special Projects for legality and reasonableness. If justification is found to be reasonable, legal and adequate, then, an on-site review will be scheduled with the school principal concerned and a local plant management representative. If the on-site inspection indicates that the proposal is in order, then this proposal will be forwarded to Area Plant Management, Attention: Jerry Mitchell, for a more complete engineering review. Since there are no programmed Plant Management funds available for space change or added portable building, Plant Management officials will assist the principal in estimating cost so that these costs can be included in the proposal.

If additional facilities are needed for the regular program, then the above steps would be followed except that the proposal would be sent to Mr. Tucker for review.

Another problem which has been planned out is that of the inventory survey of each educational facility as requested by Plant Design and Construction. A meeting was held with Plant Management on November 14, 1974 and the following plan of action was felt to be apropriate:

1. The School Superintendents would be made aware of the request from Plant Design and Construction.

2. The School Superintendents would appoint an employee from their staff or ask that the Agency Superintendent appoint an employee other than education, perhaps someone from Property and Supply.

3. Plant Management would request that their Work Center Supervisor become a part of the survey team for those schools within his work district.

4. Area Plant Management and Area Education staff will be available for Agency principals meeting to review survey process.

5. The team for the inventory survey would consist of three persons. They are the Work Center Supervisor, employee appointed by the Agency Superintendent and the concerned principal.

6. Plant Management will schedule a training session for the Agency employee and the Plant Management Work Center Supervisor. It will not be necessary for the principals to receive this training.

7. The Agency team will schedule MBO procedures for work completion.

Acting Deputy Assistant Area
Director (Education)

MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6
UNITED STATES GOVERNMENT

Memorandum

TO : Acting Assistant Area Director (Education) DATE: November 14, 1974

FROM : Acting Chief, Branch of Educational Liaison

SUBJECT: Adult Education Progress Report for July 1, 1974, to present.

During the report period, there were 46 organized adult education classes in 17 communities throughout the Navajo reservation. This program served approximately 1,120 adults.

Heavy emphasis was placed on preparation courses towards the examination for a General Educational Development diploma. Approximately 115 persons participated in the six-weeks concentrated GED studies resulting in 55 adults qualifying for their high school equivalency certificate as compared to 27 for last year's summer program.

Supervisors have been very cooperative in granting educational leave or making release time possible for their employees to upgrade their education. Indicative of this were the 111 secretaries who were released from their work with the Navajo Tribe and DNA for one or more of the business courses offered for six weeks and those adults who enrolled in the concentrated GED course.

Interest in silversmithing continues to remain high. As a result of these classes some adults have become professionals and are engaged in this occupation and many more supplement their income by a considerable amount by doing silversmithing on a part-time basis. Other courses offered were welding, auto mechanics, ceramics, leathercraft and Navajo language.

With the end of summer and beginning of the regular school year, there was a revived interest in adult education offerings; and in September and October, more classes were organized. The program will continue to place high emphasis on teaching basic education and GED studies for individuals interested in receiving their high school equivalency certificate and to provide vocational and arts and crafts instruction.

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Navajo Area
Division of Education
Branch of Food Services

Progress Report - June to November, 1974

The Navajo Area Food Service Office Personnel have trained a total of 35 Head Cooks, 13 Assistant Head Cooks, 85 Cooks, 2 Food Service Leaders and 9 Food Service Workers, making a total of 144 that attended Phase I during this period. One hour and forty-five minutes was allowed for each course. The courses presented consisted of (1) "Personnel Problems and Job Descriptions", conducted by the Area Personnel Office, Classification Department; (2) "Purchasing, Receiving, Storing, Issuing and Inventory of Food and Miscelanour Supplies", class was conducted by Mr. Wendell Briggs of Area Branch of Property and Supply Food Division.

The following courses were presented by W. E. Johnson, Area Food Service Instructor: (3) "Orientation To The Food Industry"; (4) "System and Order of the Kitchen and Record Keeping"; (5) "Food Service Sanitation and Safety"; (6) "Objectives and Evaluation Guidelines" and "Training Food Service Personnel"; (7) "Managing Your Manpower"; (8) "Correct Serving Practices--Portion Control"; (9) "Creating Interest in School Feeding"; (10) "Basic Nutrition"; and (11) "Human and Public Relations".

On-The-Job Training was supervised by Lawrence Talamonte in the Wingate Kitchen from 8 a.m. until 12:00 noon of each Training day.

Bureau of Indian Affairs' Schools in the Navajo Nation, Hopi Area and Albuquerque Area observed National School Lunch Week, along with schools throughout the country, October 13-19, 1974.

Special events were planned to commemorate the occasion. Nutrition posters featuring a circus theme, were distributed to the schools by the

Food Service Branch, together with balloons, buttons, calendars and pencils. Classroom teachers were urged to include a unit on nutrition during the week.

On Wednesday, October 16, a "Universal Menu" was served at schools across the country----a menu planned by the American School Food Service Association and the Food and Nutrition Service of the U.S. Department of Agriculture. The menu: Circus Submarine Sandwich, Flying French Fries, Barnum and Bailey Beans, Big Top Fruit Cup, Greatest Chips on Earth and Midway Milk was enjoyed by the school children. The Food Service staffs enjoyed working with other departments in preparation for the special nutrition week.

Fifteen selected head cooks from the five Navajo Agencies were instructed in the use of textured vegetable protein. These instructors returned to their respective agencies and conducted similar workshops for food service personnel.

Plans for National School Lunch Week were also formulated at this workshop. A packet containing the history of N.S.L.W. and proposed activities which would involve school administrators, faculty, students, and food service personnel, was presented to each workshop participant. The Universal menu which was to be served during N.S.L.W. was prepared and eaten to show the Head Cooks how the menu should look and taste.

This same workshop was presented on the Hopi Reservation and in the Albuquerque Area.

The American School Food Service Association held a Preconvention Nutrition Seminar at the University of Maryland, College Park, Maryland.

The team approach to nutrition education in the schools was emphasized. It was suggested that the team be composed of a school board member, school superintendent, principal, head cook, teacher, youth council, classroom aide, and community parents. It was stressed that teaching nutrition education should not be the sole responsibility of the classroom teacher.

August 4-8, 1974, two Education Specialists (Home Econ.) from the Navajo Area Food Service office and one head cook, John Gould, from Chuska Boarding School attended the 28th Annual American School Food Service Association Convention in Washington, D. C.

The Convention offered many good speakers, mini-workshops on all phases of school food service, to include 195 exhibitions in the Food Service Area.

Soybeans have been introduced this year as a ground beef extender. You can't tell the difference in taste, the nutritive value is the same or better than complete meat because we are using vegetable fat instead of animal fat. When mixed in meat products, such as hamburger, sausage or meat loaf, soy protein reduces shrinkage and provdes a more palatable ("juicier") product.

Soybeans can also be added to fish, chicken and turkey, with equally satisfactory results. But soybeans are not being used as an additive to these meats.

Some changes were made in the Navajo Area School Menu this year. Additions are: Burrito with sauce, school made cookies, pork chops, and carrot cake with carmel icing. Mutton will be on the weekday menu instead of on weekends as the past two years.

Navajo Area
Division of Education
Branch of School Management

Progress Report - June to November, 1974

School Census and Enrollment:

Both census (5-year-olds) and Bureau school enrollment continue to decrease.

Financial:

Plans to add staff to reservation schools had to be changed when late in the summer it was decided that other than Navajo pupils would be enrolled at Intermountain and financed entirely from Navajo Area Education funds.

Summer Program:

Several hundred Navajo youth were given summer employment through a contract with NASBA which operated exceedingly well. It would have been impossible for Area Personnel, without added staff, to process 52's.

Staffing and Supply Standards:

These continue to be refined and improved. Over-staffing, what with the decrease in enrollment, continues to plague.

Meeting with Administrative branches:

Monthly meetings will be held with the hoped for result of speedier and improved service to schools.

Off-Reservation Enrollment:

With the exception of Navajo students at Intermountain and Albuquerque, only 12 are enrolled in off-reservation schools.

Tribal Involvement:

Have worked closely with Tribal Education Committee on setting construction priority.

PROGRESS REPORT
NAVAJO AREA OFFICE
APRIL 22, 1975

The use of the Navajo Area Language Arts Project (NALAP) materials has been expanded this year by approximately thirty per cent (30%). They are being implemented extensively in the primary grades in four of the five agencies. Several teachers in the middle grades are using the structural objectives and adapting the content, vocabulary and activities to meet the language needs of older pupils.

Volume Two of NALAP has been completed, finally, and was distributed to the agencies during March and April. NALAP, Book 2, contains ten units of ninety-two (92) structural objectives.

Work is continuing on the two criterion-referenced tests for NALAP, Book 1. Both tests have been administered experimentally one time and each revised test will receive one more experimental administration this spring before school is dismissed. The tests will be ready for Area-wide use by September 1, 1975.

Preliminary plans have been made for units in Volume Three. A three-day writers' session will be held in May to continue work on this volume and to have the first draft of some units ready for piloting next school year.

The school superintendents have approved the fourth Linguistics Conference to be conducted this summer at Northern Arizona University in Flagstaff, Arizona. The overall objective of the Conference is to provide the participants with an in-depth, explicit knowledge and understanding of the English language in order for them to become much more aware of the problems encountered by learners who receive instruction in English as a second language.

At this time, it appears there will be 150-175 participants at three levels: graduate, undergraduate first year and undergraduate second year. All participants will receive six semester hours of credit in courses, such as, transformational grammar, phonology and morphology of English, and linguistics. It may be of interest, also, that 1/2 to 2/3 of the participants will be Indian.

The Branch of Curriculum and Instruction has established a committee to study this problem and to make recommendations regarding changes in the current practices. The report of the committee is being finalized now and will be submitted to the school superintendents next month for their reactions and approval.

The major recommendation will be that each school or agency devise and implement a reporting system which, first of all, meets the needs of the learner and then considers the school program, philosophy, objectives, curricula, and organization. The system which is devised should incorporate the following: (1) continual success for all learners at their own pace; (2) elimination of a traditional comparative grading system and of "A, B, C" type grades; (3) involvement of the learner in the evaluation process; (4) parent-teacher conferences; (5) a mechanism for providing the teacher and school personnel with programming data; and (6) a suggested narrative report format.

Probably the most significant area of change in Elementary Guidance is the work done with the Branch of Personnel in getting the paraprofessional staff members on the same level, as far as qualifications and position descriptions are concerned. The night and day attendants are in the process of being converted to instructional aides. Instructional aides may now be assigned to any tour of duty during the 24-hour period. This arrangement allows for maximum flexibility in the scheduling of staff members for the best coverage when the children are in the dormitories. It also allows for staff members to be trained and get experience in the various phases of dormitory supervision. The dormitory staff gets to know the students on a personal basis and has opportunities to work with them in a variety of activities.

There have been some violence at three of the high schools under the Navajo Area. It is impossible to specifically link any of these problems to a failure in the guidance program. There were many factors involved in all of the instances of violence. The violence and unrest on the part of students and the influence from outsiders clearly shows the need for security personnel at the high schools. This is being worked out with the law enforcement people.

A major goal of the Health and Physical Education Program is that a basic health, safety and physical education be an integral part of the daily instruction at all grade levels. Students living at a boarding school have a unique opportunity to learn about health and to practice what they learn in the dormitories. Basic First Aid is to be offered to all sixth and eighth graders. This is not being done in all schools, but those schools using the Red Cross materials report that the students enjoy taking first aid and have been praised for the way they have handled accidents which have occurred on the playgrounds. There is still a great need for physical education teachers in the elementary schools. It is the Navajo Area position that Health and Physical Education cannot be separated. Both disciplines are aimed at helping a child discover what he can do with his body and developing his bodily functions to their optimum potential.

Work is being done with the University of New Mexico in the development of criterion-reference tests to be given to student in the evaluation process. Hopefully, these tests will be available to be used, on a limited basis, in September. Questionnaires have been sent to schools to gather basic information. The possibility of using the Arizona State University computer to norm the results has been discussed.

The First Aid Training Program has two facets. First priority has been given to training the sixth and eighth grade teachers to be Basic First Aid instructors for the students. Sixth and eighth grade teachers have been trained in all agencies with the exception of Chinle. A training session for the Chinle teachers is set for May 1, 1975. These teachers in turn are to train the students as a regular part of the health education program. The students will then be certified Basic First Aiders. This certification meets the basic requirements of Occupational Safety and Health Act (OSHA) in acquiring employment. This will give the Bureau of Indian Affairs students an edge in getting jobs after July 1, 1975.

The second priority is to train all of the instructional aides in the dormitories to be Standard First Aiders. This became imperative when it was pointed out by the Branch of Personnel that the position descriptions state that the incumbent will administer first aid to students. For a person to administer first aid without being a first aider places the person, the Government in a compromised position. Eastern Navajo has most of their instructional aides trained in the Multi-media First Aid Course. Other agencies are working toward this goal. Hopefully, all instructional aides and other personnel working directly with children can receive this training within the next two years. The Navajo Reservation lies in the area of the country which reports the highest accidental death rate from all causes in the United States. This fact alone adds to the imperative for First Aid training for persons working with other persons and especially children.

Student Codes of Conduct based upon the Navajo Area High Schools Constitution and C.F.R. 25, Part 35 have been developed, administratively approved, and implemented in every school on the Reservation. School boards and student bodies are in the process of ratifying the codes by vote. Intermountain School has developed its code, but it has not been approved by the Solicitor. There have been several instances where the student codes have been used to suspend and/or expell students. Some of the decisions have been appealed and administratively reversed. These situations arose from technical errors which occurred during the administrative hearings. The Solicitor has discussed putting on joint training sessions with the Division of Education in the implementation of the student codes and the due process procedures necessary to take disciplinary action against a student.

The program for pregnant girls at Toyei has been discontinued as of December 20, 1974. Guidelines for Provision of Services to School-Age Parents have been developed and administratively approved. These guidelines protects the rights of the young parents (father and mother) and sets forth educational, medical, social, and legal alternatives which they may choose.

During the last week of April, the math writers will meet in the Education Conference Room at Window Rock, Arizona to plan the revision and refinement of the Navajo Area Math Guidelines. These writers will work under the guidance and assistance of a math professor from Fort Lewis College, Durango, Colorado. This week of intense work will be in preparation for the summer session on the campus at Fort Lewis at which time the writers and class supervisors will complete the revision for distribution in the fall.

The Navajo Area Math Guidelines were used in pilot form for the 1974-75 school year in all classrooms. But the 1975-76 school year will be the year for completion of the project.

The Navajo Area is particularly interested in these guidelines as the activity approach to math is expressed and children are to explore, discover and discuss, before any written work is attempted.

Science Curriculum is completed and ready for typing. It will be piloted in the fall.

High school principals held first co-ordinating meeting to help improve programs in the four Bureau high schools.

Eight bilingual education teachers graduated at the end of the fall semester, December 1974.

A committee comprised of Area Education Specialist, Teacher-Supervisors and classroom teachers has been established to assess and evaluate current needs for the integration of kindergarten and beginner classes.

The Navajo Area Philosophy of Education advocates development of programs of continuous progress for all pupils. The amount of discussion which has come up about Navajo children being held back by the "required" beginner year may indicate that the need for such a starting point is past.

As a means of achieving our objective as stated above, it is recommended that, pending the approval and finalization by agency and school superintendents:

1. Children who will be five years old by December 31 of their starting year will begin at the kindergarten level. Children who will be six years old by December 31 of the school year will start at the first grade level, and progress as far as they are able, regardless of previous school experience.

2. The number of pupils in kindergarten and first grade be limited to twenty (20) per classroom.

The Consultants In Total Education (CITE) Program which was developed specifically for young Navajo children, grades K-3, is presently being implemented by classrooms in four agencies: Chinle, Eastern Navajo, Fort Defiance, and Tuba City. Plans are underway to initiate a K-CITE classroom at Aneth Boarding School in the Shiprock Agency during the 1975-76 school year.

A committee has been designated to assess and evaluate our present CITE program at the kindergarten and first grade levels for maximum effectiveness and efficiency toward individualization, and to make necessary adjustments for any revisions needed. The CITE Revision Committee, which includes some of the teachers implementing the materials, was scheduled to meet in March to make assessments for more adequate individualization of techniques and procedures. Inclement weather caused a postponement of that meeting, and rescheduling for an early date in May. In the meantime, as education specialists make visitations and observations in classrooms at various schools, consultations are made with teacher-supervisors and CITE teachers concerning changes that they have found work well with their particular pupils for greater effectiveness. These adjustments will be discussed at the committee meeting and evaluated for overall adaptation. Some classroom teacher/aide teams report that pupils are enjoying success with their performances of lesson objectives using the materials as they are written.

A Title VI Project was approved to have diagnostic workshop in Albuquerque, New Mexico the first week in June. Invitations have been extended to the other areas also.

A display on Navajo Special Education will be set up at the Council on Exceptional Children Convention in Los Angeles, California this week. It is anticipated that more than 10,000 people from throughout the world will be attending this Convention.

The criterion-referenced tests for social studies is completed and will be administered sometime in May. The Metropolitan Achievement Test was administered to all in grades 2-8 the week of April 7, 1975.

Three meetings have been held with representatives of the Arizona Department of Education, school superintendents and tribal representatives to draft a revised State Plan for the use of Johnson-O'Malley funds in the State of Arizona. Progress has been slow but we feel that great gains have been made.

We do not feel that the State is able to legislate education standards as required. But all indications are that all concerned are willing to set up accounting procedures which will insure accountability and, further, that Johnson-O'Malley money will be used for those special and unique needs of the Indian student within the school program. It is hoped that the formula for distribution will be on a per capita basis and would allow the Area Director to distribute those funds to the school district for either basic or supplemental needs as approved by the local parental committee and justified by the school district. We feel that if allocation is made to the State of Arizona for basic needs, we will then lose much of the gains made to date.

The Navajo Area is presently engaged in negotiations with the NCBIAE in regard to supplemental issues to their current contract with the Navajo Area Office.

Proposals for contracting for Fiscal Year 1976 have been received from Rough Rock and Rock Point Community Schools. The first negotiation session was held on April 15, 1975 with the Rock Point School Board. Agreement have been reached in regard to most of the General and Specific Provisions and we are now preparing to negotiate budget requirements.

The Navajo Area has appointed a special committee to work up both immediate and long-range goals in regard to increased implementation of career awareness at all levels and vocational education in our three high schools. Further, we intend to develop programs within our current curriculum to reduce dropouts and to encourage many who have left school to return. The following are priority areas as outlined by the committee:

Curriculum -

1. Language Development
2. Special Education Services
3. Over-age Problems (socially maladjusted)

    a. Drop-out
    b. Delinquent Behavior

4. Vocational Education - track

    a. Consumer Education

        i. Merchandising
        ii. Stipend

5. Humanities

   a. Fine Arts - art and music
   b. Values Clarification

6. Legal Curriculum Development
7. Recreation

   a. Facilities
   b. Staff

8. Health Education

The Navajo Area has practically received all of the 1976 contracting proposals from the prospective contractors except for Arizona and have, in some instances, actually started contract negotiations with prospective contractors.

In the States of New Mexico and Utah, Indian Education Committees have been established and are functioning for each school district participating in Johnson-O'Malley programs. In the State of Arizona, the local school boards are qualified and will serve as the Indian Education Committee with the exception of one school district which will have to establish the Indian Education Committee as soon as possible.

One of the major problems the Bureau faces in the State of Arizona is in lack of minimum state education standards. Until these state standards are published it is almost impossible to determine which programs should be funded as basic or supplemental. This has created a serious problem in Arizona involving the State, school districts and Bureau of Indian Affairs concerning the school budgets. The State of Arizona, Division of Indian Education, sometime ago appointed a Task Force to draft a current State Education Plan. Several drafts of the State Plan have been written and rewritten but nothing concrete has developed. On April 24 or 25, 1975, the latest revised State Plan will be discussed in Phoenix, Arizona.

Navajo Area Education personnel is not in agreement with Arizona proposed State Education Plan. It is the opinion of Navajo Division of Education that the Navajo Area Office should have one State Education Plan for the Navajo only. We concur with their thinking.

The Branch of Educational Liaison Office has received all Johnson-O'Malley Education Program proposals for New Mexico. These proposals have been approved by their respective Indian Education Committee and the local school board. Educational Liaison personnel has reviewed each program proposal and are currently working with the Contracting Specialists to begin contract negotiations.

The Branch of Educational Liaison Office has received Education Program proposals for Utah with the exception of Richfield Bordertown Dormitory. These program proposals that have been received were approved by the Indian Education Committee. Contract negotiations should begin within the next couple of weeks.

The public schools involved in the bordertown dormitory programs have been furnished the 1976 total enrollment for their particular schools.

The completion date for having all education contracts signed is scheduled for the middle of June. The Branch Office anticipates about thirty (30) contracts for Fiscal Year 1976.

MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Director of Education **DATE:** September 11, 1974

FROM : Assistant Area Director (Education)

SUBJECT: Juneau Office Progress Report

1. Secretarial Objective: Meetings

a) AFN Human Resources Statewide Meeting - Fairbanks, July 16-18, 1974.

Follow-up series of meetings with the State, BIA and Native communities concerning the school systems in the unorganized boroughs of Alaska (basically some 150 rural day schools operated by the State Operated School System and 53 BIA schools). Intent local control and decentralization of SOS. Basic result was the legislation currently exists within the State for local communities to assume full educational responsibility for control of their schools -- namely, incorporation as a first class city, third class or first class borough.

The Secretarial Objective was presented at this statewide meeting. It provides for the option of local control and the involvement of the local community in exercising the extent of local control and how it is to be managed. Some 200 native participants were present.

b) August 27, 1974. Orientation and Training for all administration and supervisory educational staff (Area/Agency) re proposed Juneau Area operational plan for implementing the Secretarial Objective in Alaska. Plan also presented to three new agency superintendents (represents all but one BIA day school).

c) Met with State Operated Schools, State Department of Education August 13, 1974 re SOS and State plan to reactivate the OVERALL EDUCATION PLAN FOR RURAL ALASKA and plan for the orderly transfer of BIA schools to the State. Proposed plan by the State recommends:

(i) BIA concentrate the Secretarial Objective village selections where there are dual school systems in a community -- SOS secondary; BIA elementary.

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

(ii) State would propose in FY 76 to take over those BIA schools where such schools exist and get the State Legislature to commit funds for their operation in FY 76. Possibly include feeder schools. Local involvement by the parents would be part of the process. The State Commissioner of Education would honor a written resolution from the local community should they choose to remain with the Bureau.

- FY 77 Legislative commitment, followed by bond issue to upgrade and/or replace existing BIA schools not meeting State minimum standards. These to be included for transfer to the State.
- FY 78 Remainder of feeder schools and day schools.
- FY 79 Possible phase out of Mt. Edgecumbe and Wildwood.

(iii) State present plan to Alaska Federation of Natives for approval and possible inclusion on annual AFN Convention in October.

Interim villages involved in transfer process, would be included in the State Plan.

d) We are now in the process of working with the Agencies to select villages to be included in the Secretarial Objective.

2. Children of Akiachak film. Received our first proof of our quality early childhood program at Akiachak. This has received National recognition as one of the best programs of its kind in the United States. A copy of this film can be shown to this group today or tomorrow, should you request it.

3. We are in the process of modifying the curriculum at Mt. Edgecumbe to be more relevant with the new type of student who is attending. As pointed out, the State is now in the rural high school business and so is the North Slope Borough, so the youngsters now available to Mt. Edgecumbe come from the more isolated communities and there is a greater need to individualize instruction. We are working with the National Association of Secondary Principals. It may be possible that Ted Craver, President of the Massachusetts Secondary Principals Association, can work with us full time during his sabbatical leave. A teacher-student committee has been established to implement this change process. The entire secondary rural education program has changed radically within the past six or seven months. The State has expanded more than 19 programs. We have a new borough in the secondary education field. The State Legislature has picked up the boarding home costs and we have dual school systems as a result in several BIA communities. At the present time the local communities have

opted to remain BIA for their elementary programs; the State has built secondary schools and will be operating the secondary program. There is a need to coordinate our efforts. The Hootch case -- a class action suit against the State of Alaska for not providing secondary schools in 150 rural communities, is now in the State Supreme Court.

4. Johnson O'Malley (JOM). FY 75 finds the State of Alaska for the first time appropriating funds for boarding home students. This has always been a Johnson O'Malley program in the past. This releases $1.8 to $1.9 million dollars for supplemental programs. A statewide Johnson O'Malley meeting will be held in Anchorage September 24 with the Area Director, Education, AFN and the Johnson O'Malley Review Committee. The new regs and manual will be discussed. The JOM Review Committee guidelines will be updated and the procedures for coordinating BIA, AFN and JOMRC. New application forms developed by AFN and the Review Committee will be presented and the objectives and goals for FY 76 will be reviewed.

5. We are working with the State Board of Education in developing an educational state talent bank, utilizing the resources of educational experts, whether they be teachers, specialists, or administrators. These would be made available to public and Federal schools on a need basis. We are in the process of identification of talent at this time.

6. An experimental satellite, ATS-6, has been launched in Alaska and its path will race through 15 rural communities. The State Department of Education has several hours per week to present educational programs. Although we will not be receiving visual TV presentations at any BIA school, all programs transmitted by the satellite will be taped and made available to all our schools. At the present time our staff is working with the State in the development of such programs. One whole sequence will be on remedial reading -- another on teacher training. It is possible that BIA may be asked to present programs of Native interest during the time available to the State. We are planning to present the Children of Akiachak film during this experimental year. BIA has been directly left out in participating in many of these Federal projects in Alaska. Through contact with Region 10, Office of Education in Seattle, we are setting up a rural education coordinating advisory committee to hopefully coordinate the rural educational needs in Alaska so that we may not be left out in the future. We are also looking at the potential of direct Federal transfer funds from Region 10 to BIA. We are taping three TV tapes for Title I Parent Advisory Committees and a professional staff. The tapes will deal with what Title I is, how to write proposals, the function and responsibilities of parental advisory committees, the legal aspects of the program and the dissemination of information in programs in operation. Our Title I staff, working with our program administrators, will make on-site visitations to all Bureau schools in Alaska in 1975.

7. We now have a committee evaluating the present student records, the report cards and the testing programs within the Bureau schools, modifying our existing documents and making them relevant to the current needs.

8. Potential problem areas:

   a) Meeting emergency needs at Chevak (burned to the ground more than two years ago. No school.) Alakanuk in danger of falling into the river. Village relocated across the river and State has built a new high school across the river. Napakiak has Phase I completed. Lack of funds and emergencies do not enable us to complete Phase II. Agreements with the State of Alaska have called for the Bureau to upgrade schools to State minimum standards before they are transferred to the State of Alaska. Is not possible with the funding resources available.

   b) Capitol move. The voters in Alaska voted to move the Capitol from Juneau to either the Anchorage or Fairbanks area. This probably will be accomplished within the next ten years.

   c) State will be voting on a $40.3 million dollar bond issue. This bond issue calls for building an additional 13 schools (secondary rural high schools) and one BIA school. This is a first in the history of the State Legislature in that they are asking funds to build a BIA school. The State has funds under Public Law No. 815 for two additional high schools in rural Alaska. By the advent of local high schools, the Juneau office plans to close the Wrangell Institute July 1, 1975 and is, as mentioned above, trying to make the Mt. Edgecumbe curriculum more relevant to the changing student body and needs.

   d) Dual school systems in small rural villages -- BIA elementary schools, State secondary schools. A secondary problem not even considered by the communities is planning for a secondary youngster in the community. In the past, most of the teenagers were not at home during the school year. This will have an impact on social services, recreational opportunities, and normal concerns that parents never had to face nine months of the year.

   e) Pipeline impact. At present there has been no shifting of communities as the result of employment on the pipeline project just underway and as much as 10,000 workers will be employed in the near future. No plans at present to relocate families. The greatest impact is now on the large cities such as Fairbanks and Anchorage and their school systems. The same impact may be felt in the North Slope Borough.

Emil Kowalczyk

Juneau Area Office - Education Progress Report - December 1974

1. Presidential Objective.

Presented to the villages of Kiana and Grayling. Presentation is planned at Klukwan December 9. As a result of presentations, more villages have requested to be included in presentations. These include Kotzebue and all of the schools in the Fairbanks Agency (Barter Island, Beaver, Shaktoolik, Tetlin, and Venetie.) We will attempt to schedule these villages some time in the latter part of January, or later.

2. Career Development Planning. Alaska-wide CDP meeting is scheduled for December 10 at Anchorage. Includes all Agency Superintendents, Employment Assistance and representations from Education. Intent is to develop plan and program for Career Development in Alaska for presentation to the Commissioner.

3. Alaska School Finance.

Design Project Committee has been established in Alaska. BIA has served as an advisory member of this Committee. One of the intents of the Planning Commission is to make recommendations to the Legislature for funding of all schools in Alaska. One of the issues they will be looking at is 100% school funding. The Bureau has been asked to provide either Finance or Detail personnel to assist in the study. This is an 18-month study.

4. Regional Coordinating Council on Rural Education.

Established for Alaska, Oregon, Washington, and Idaho. The four states have outlined their current rural education activities and are in the process of making rural education needs assessments. It is one of the plans of the council to concentrate Federal and State resources on one or two rural education sites in each state to make an impact on the present programs. Each state is requested to make a site determination by no later than January 21. We are recommending schools in the Bethel area for sites in the State of Alaska.

5. Programs of excellence in Alaska worthy of mention are:

(a) PEP (Primary Eskimo Project) is being submitted for validation as an exemplary program. We have 21 first language teachers in a comprehensive academic program of Yupic instruction in the basic academic areas. This also involves the development of instructional materials at Yupic.

(b) PMC (Program Modification Committee) will be implementing its first curriculum change this month at Mt. Edgecumbe High School. This is a course designed on Student Government and Student Leadership. This course was requested by the student body.

(c) Student exchanges will take place between Mt. Edgecumbe High School students and students at Corvallis High School in Oregon. This is the second year the six-week student exchange program has been in effect. It provides the Alaskan students opportunities to explore the world of work and many cultural and enrichment opportunities that are not available to them at Mt. Edgecumbe or at their home communities.

(d) Stebbins Elementary School Student Body will be going to the community of Beaverton, Oregon after the first of the year for a six-week period. They will be assimilated into the public school system. This provides opportunities for elementary Eskimo youngsters to have a variety of educational, cultural and enrichment experiences. This is about the fifth year Alaska has sent elementary students from one of our isolated villages to a public school in Oregon.

(e) A concentrated effort for school board training is taking place now at 10 villages in the Bethel Agency. Assistance is being provided by NITC. A series of informational booklets on developing school boards is also being printed for all of our schools.

(f) Isolated day schools in Alaska never had the opportunity for athletic, musical, or enrichment opportunities for their 7th and 8th graders. A band program now is in effect in the Bethel area and also a wrestling program in ten elementary village schools. An annual wrestling tournament will be conducted at Akiachak January 17 - 18. All transportation will be provided by the parents. They will use sno-go's. Prior to the wrestling tournament, a wrestling clinic will be conducted to teach parents and youngsters various wrestling skills.

(g) Received word from Title I, Albuquerque, that the Nome Agency's Academic Summer Camp conducted last year at Anchorage received recognition as the first successful summer camp of this kind funded under Title I in the United States. It was funded as a pilot program and it appears that funding for the camp to continue this summer has been approved.

(h) Mt. Edgecumbe High School has the only fully certificated FM Radio Broadcasting Station in Southeastern Alaska operated by the students at Mt. Edgecumbe.

(i) Kotzebue also operates a 5000 watt radio station located in the basement of our school. This station is operated by a private corporation. It provides opportunities for our high school students at BIA school for work-study opportunities. They also serve as a production center for local television programs. Our students are currently going to tape the school Christmas program. They have taped some of the local basketball games and community-related activities. Students also serve as disc jockeys on evening programs. Students also do the weather reports, news bulletins, interviews, and broadcast cultural legends.

(j) Implementation of Alaska Native Claims Settlement Act. In integrating the Land Claims curriculum into our social studies and language arts program in the high schools, many materials are developed locally and in conjunction with the Native organizations. Examples are the Land Claims film and the People of the Yukon Delta film. The State is currently working on a secondary textbook on the Land Claims Settlement Act to be used in all secondary programs. They are working closely in conjunction with the Northwest Alaska Native Association in teaching the course in our high schools.

We are also integrating such topics as "How Does a Sea Mammal Act Affect the People in Kotzebue and Surrounding Areas?" Also, Money Management and the use of the land resources that will be available under the ANCSA.

(k) The high school students at Kotzebue have a new elective course called "Exploring Childhood." This course prepares them for parenthood and also serves as a practicum for our staff in the Early Childhood group. Kotzebue also has a comprehensive work-study program. Students can receive 4 hours credit for working in local businesses. Students must find their own jobs after school. School counselors and business supervisors determine components of training and the employer furnishes statements of competency of the work-study assignment.

(l) Tanana Survival School. This is a school for youngsters from the surrounding areas (ages 14-19) to learn basic traditional skills such as fishing, trapping, skin sewing, and also to inform them of the Alaska Native Claims Settlement Act. This is a six-week program. Present curriculum featuring sled-making, snowshoe making, birch bark basketry and skin sewing in addition to instruction in ANCSA. Students are recommended by village school boards and village councils from their areas. One of the goals is to incorporate these lessons into a text book to be narrated by Native teachers. This is a JOM program.

(m) Project NOW. Another interesting JOM activity is under Project NOW which involves television production on the part of high school students in Fairbanks. Students serve as film makers and visit various rural villages to interview Native citizens and leaders. They also publish a newspaper called The River Times, in addition to having cultural programs, etc.

2. Our present Grant-in-Aid program is now serving 1,170 Native youngsters. Our average grant is $2,122. 561 applicants are attending classes in Alaska. All students who have applied within our deadline are funded. It looks like we might be able to pick up late applicants for the second semester. To fully meet the needs of married students, we would probably need an additional $60,000.

3. The Juneau Area is in the process of putting together a number of publications such as:

"Are You a Member of a School Board?"

"Holding a Board Meeting"

Drug and Alcohol Abuse Materials (see attached)

Nome Agency Title I Summer Camp

Guideline for Title I Parent Councils

Golovin, Alaska -- an Eskimo Village

Emil Kowalczyk
Assistant Area Director (Educ.)

PHOENIX AREA
PROGRESS REPORT

1. Reduction in force taking place. Education is losing 21 bodies - 83 furlough.

Phoenix Area Office	1		
Phoenix Indian High School	14	700	118
Sherman Indian High School	4	700	116
Stewart Indian High School	2	400	94
Santa Rosa Boarding School	86		

It is pretty difficult to communicate to tribes about a reduction in educational services for their children due to a reduction in force of 800 plus people when they are aware that the Department of Interior had an increase of 500 plus employment ceiling last year.

Very upsetting to Phoenix Area Inter-Tribal School Board. Tribes and staff moral of employees very low over a sustained length of time due to inaction of Washington Office and lack of Administrative planning. Loss of actual positions could have been avoided.

2. School Operation - Programs are progressing very well. Field people are delivering program to students and are really the guts of Indian Education. Monitoring of all Title I programs completed. One project withdrawn - Best thing that has happened.

Phoenix Area Inter-Tribal School Board has had 4 meetings since last meeting with Phoenix Indian High School, Ft. McDowell, Stewart Indian High School and Theodore Roosevelt Boarding School.

Title VI Project - Assessment most encouraging. Refunded for next year plus Special Education Training for 28 teachers.

Title I - Most projects have been received by Area Office readers and are in final form.

Summer Program - One interesting project at Keams Canyon.

Public School

BIA regulate program monies	68 lowest achievement and handicapped children
Title I	
Title VI	Consultants and therapists

3. JOM - Arizona has Fannin and Riels Lavis. Next year JOM monies for special programs will be handled as catagorical monies.

4. Higher Education - 1,100 plus students and $750,000 support monies from colleges.

5. Construction - Moevespi still a problem. Self Determination a joke to Hopi people.

6. Presidential/Secretarial Objectives - Tight schedule. Most communities and tribes are not interested. Two tribes coming in with resolutions stating they don't want to see anymore.

7. Construction Priorities - It is requested that all areas will be asked to assist the Washington Office in establishing Bureau priorities. Dr. Sockey accountability and calling a spade a spade.

8. Cutting of programs, personnel, money - Where is it leading?

Per capita costs of various schools. Closing of installations that are not needed. Every Area should be honest. Congress is asking for accountability.

Education cannot do the job needed to be done and sustain unneeded programs. Consolidate and zero in on the deficiencies of our students.

PROGRESS REPORT
PORTLAND AREA PROGRAM FY 1974

The Portland Area Education Program provides services to over thirty tribes, with an estimated membership of 32,000, scattered throughout the States of Oregon, Washington, and Idaho. The Area Office staff of five provides administrative, technical, and consultative services to one secondary off-reservation boarding school with a staff of 132, eight agencies and one agency substation staffed by 23 Education Specialists and secretaries.

Chemawa School, located just north of Salem, Oregon, established February 29, 1880, is the oldest continuously-operated boarding school in the Bureau. The present enrollment is composed of about one-fourth returning Alaskan students, with the balance coming from Reservations in the Northwest.

We are now nearing completion of the design of a new Chemawa School to replace the old, deteriorated buildings now in use. The Chemawa School Board is an active group which has devoted a great deal of time and effort to support construction of a new school to replace the old.

The Chemawa School Board is an important part of the program at Chemawa School and in the Portland and Juneau Areas. Board members come from Oregon, Idaho, Eastern and Western Washington, two from Alaska, and three students at the school. They work with the staff and students to assist in developing programs to meet the unique needs of the Indian and Native students; they also provide an important communication link with parents, tribes, Federal, state, local, and regional governments, councils, and organizations.

The Chemawa Alcohol Education Center is the result of efforts of the Chemawa School Board, the student council, BIA and IHS staff, all of whom were alarmed at the rising problem of alcohol abuse at Chemawa. The National Institute on Alcohol Abuse and Alcoholism approved funding of a program to contain alcohol problems on campus by means of a "guest facility," to provide information on alcohol abuse and its effects to students and staff, to assist dormitory staff in the management of alcohol problems, to help establish peer pressure against abusive drinking, and to get students involved in helping each other. CAEC has been funded four years; this year an increase of about $14,000 was approved to a total of $102,800, partly to cover normal increases in costs, but also to provide for more staff and student visits to reservations, meetings, and other Bureau boarding schools. The Center has three panels of students who alternate in appearing before these groups. The Center has seven full-time employees, with 12 student volunteers and 12 alternates.

At the request of the Chemawa School Board, the ORBS Evaluation was contracted to them. One of their recommendations was to conduct an orientation workshop with the idea of bringing about awareness of staff to the needs of Northwest students. The workshop was scheduled the week of August 19 and about 15 Northwest Indian educators were brought to Chemawa as speakers and discussion leaders. Comments on the reception and response to this orientation from staff and discussion leaders have been generally favorable. A follow-up session will be held during the school year.

The Johnson-O'Malley Program provides funds for contracts with the States of Idaho and Washington, and in Oregon, individual contracts are negotiated with school districts on the Umatilla and Warm Springs Reservations and Burns-Paiute Indian Colony. In Idaho there are three JOM directors, one located in Boise, one in northern Idaho and one in southern Idaho. JOM Parent Committees are active at each school receiving JOM funds. The Portland Area Office conducts periodic meetings with JOM directors. The most recent meeting was in May at Lewiston, Idaho. Representatives from the three states, the Portland Area Office, and Mr. Richmond from the Albuquerque Office were in attendance.

The Portland Area Education Office negotiated more than seventy contracts this past year for JOM, Summer Programs, Adult Education, and various other education services. All contracts were with Indian tribes or Indian organizations with the exception of the JOM Program. This has been most rewarding, particularly in Summer Programs, which in the Portland Area have been contracted with Tribes since 1964. There is a great deal of parental and tribal involvement in development of plans and participation in carrying out the programs. The Tribes provide substantial financial and volunteer support to the Summer Programs and actively seek other sources of funding for the expanding programs.

Adult Education Program funds are used as "seed" money to create the interest and involvement of local community colleges and Tribal Education Committees in providing programs to meet the needs of adult Indians on the reservations. These needs, as seen by the Indian people, are much more than ABE and GED activities. The funds are contracted with the Tribes involved and in a few instances with the community colleges.

Representatives of various Northwest Tribes, community colleges, and Federal and state agencies participated in a two-day adult education workshop in Seattle on March 13-14, 1974. The purpose of the workshop was:

1. to develop a working definition of adult education in the Indian context;
2. to provide an opportunity for the exchange of information;
3. to develop greater knowledge of available resources with special emphasis on the Adult Education and Vocational Education Acts;
4. to sensitize regional and state representatives to Indian needs; and
5. to initiate a process of Indian involvement in Federal programs administered by state agencies.

Participation was very good and there was a general feeling that this was a successful initial effort in increasing the adult education opportunities for the Indian people.

We have five Adult Education Learning Centers in the Portland Area contracted with the Coeur d'Alene, Shoshone-Bannock, Skokomish, Tulalip, and Quinault Tribes, and a mini-center on the Kootenai Reservation. All are cooperatively funded by the Tribes and the Bureau. Several other Tribes have plans underway for Centers on their reservations. Instruction is provided in groups, on a one-to-one basis, or to individuals using programmed materials. Some classes offered include Indian culture, Indian music, Indian languages, beadwork, history from an Indian viewpoint, GED, brush-up courses, tutoring and remedial assistance for students, improved reading, preparation for job advancement, preparation for college, Spanish, knitting, needlepoint, learning of study skills, secretarial skills, etc. The Centers are used as meeting areas for JOM Committees, Girls Clubs, AA, Summer Program planning and Summer classes, a place for students to do homework, library services, and many more activities. The Centers put out newsletters, provide referral services, and assist, on request, in curriculum development. The Center Directors and Tribal Education Committees have obtained assistance from local community colleges or universities, the State library services, local school districts, and many others to provide education programs for the Indian people.

An indication of Indian involvement in education is the Annual Northwest Indian Education Conference hosted each year by a different tribe. This year the Lummi Tribe will host the 12th Annual Conference at Bellingham, Washington the week of September 23. In October 1973 the Coeur d'Alene Tribe was the host. Topics discussed included HEW Indian programs, Title IV, Sounding Out Indian Input, Jackson Bill, S. 1017, BIA Role Now, State Indian Education Programs, Developing Curriculum to Include Indian Needs, and Motivators in School Curriculum. Attendance at these meetings has grown from the initial meeting (1963) with about 20 participants to over 300 at last year's meeting. The Lummi Tribe anticipates an attendance of about 500. A gratifying outgrowth is the increasing participation of Indian youth at the high school and college levels.

The growth of the Higher Education Program has a direct relationship to the funds available. In fiscal year 1960, $5,314 was allotted with assistance provided 15 students' in 1973, $1,054,264 assisted 907 students with 78 graduating. The reduction in Higher Education funding at the beginning of fiscal year 1974 did not allow funding all students who wanted to go to college. The supplement received late in the school year was limited to providing supplements to students already in school on Higher Education grants who needed additional funds. The enrollment dropped from 907 to 864 in fiscal year 1974, with 81 graduating. In 1974 Tribal Scholarships' Programs totalled $332,288 which assisted 625 students.

A college orientation workshop was held recently in Seattle (week of August 19). The program covered every aspect of college life, including registration, dorm living, budgeting of money and time, class scheduling, and teaching the student to recognize his responsibility and the consequence of not assuming this responsibility. In addition, some of the culture conflicts they may face as an Indian having to live and compete with others was discussed. Follow-up contacts are scheduled with the twelve participants all through their college years. Plans are to have these students participate in future orientation workshops.

Assistance is provide Tribes in the preparation of proposals for Title IV. In fiscal year 1974, Part A funded 40 grants totalling $1,067,992, Part B provided 3 grants amounting to $145,000, and Part C funded one grant for $40,000.

Portland Area Education Office is the LEA for Title I purposes for two former mission schools, Paschal Sherman on the Colville Reservation and the Coeur d'Alene School on the Coeur d'Alene Reservation. These schools are now operated by the respective tribes with minimum funding by the Bureau. In 1975 each is receiving Title IV funds also.

A closer working relationship is developing with the Office of Education Region X. Representatives from Region X have been invited to and have attended meetings held by the Bureau and tribal organizations. OE staff have gone to reservations to assist in preparing proposals for OE funding, such as the recent Title VII Bi-Lingual program. Two tribes, the Shoshone-Bannock and the Coeur d'Alene, have submitted proposals under this program.

PORTLAND AREA
PROGRESS REPORT

1. Visitation at two tribally operated schools

   a. Coeur d'Alene ' Grades 1-6 (50) children

   b. Paschal Sherman - Grades 1-8 (170) children

   Package funding - good educational programs - people at schools working and interested and concerned with the educational offering.

2. Title I Orientation Workshop at Spokane, Washington, March 1975, for Chemawa, Coeur d'Alene, Paschal Sherman. First in Portland involving 3 schools. Parent Council representatives, administrative and teaching staff, Area Office, Hienz Meyer assisted.

3. Tribal pre-school providing special education for handicapped children on Yakima reservation.

4. Selection of rural education sites - thrust is by USOE - cooperative endeavor between USOE, BIA, 3 chief state school officers and North West Regional Laboratory.

5. Spokane, Washington - Office of Advocates for Indian Education (formerly North West Affiliated Tribal Education Meeting) Lorraine Misiaszek, Director.

6. Concern about JOM formula - Portland Area recommends no basic support, equitable funding across BIA.